

FEDERAL EXECUTIVE BOARDS

Federal Executive Boards (FEB) were established by President Kennedy on November 10, 1961 to improve internal Federal management practices and to provide a central focus for Federal participation in civic affairs in major metropolitan areas.

Federal Executive Boards are composed of the heads of all Federal departmental and agency field offices, both civilian and military, located in major metropolitan areas. A Chair and other officers are elected annually from among the membership to provide leadership to the Board's operation. An Executive Director and Secretary serve in support to the Board. Committees and Councils carry out interagency projects consistent with the Board's missions. The Boards receive overall policy direction from the Office of Personnel Management (OPM).

Federal Executive Boards serve as prime means for disseminating information within the Federal government, for interagency training and for promoting discussion of Federal policies and activities of importance to all Federal executives in the field. The Boards also serve as channels of communication to Washington, D.C. on governmentwide management issues requiring special attention.

Federal Executive Boards have been designated by Presidential action for 28 metropolitan areas. These are: Albuquerque-Santa Fe, Atlanta, Baltimore, Boston, Buffalo, Chicago, Cincinnati, Cleveland, Dallas-Ft. Worth, Denver, Detroit, Honolulu-Pacific, Houston, Kansas City, Los Angeles, Miami, Newark, New Orleans, New York, Oklahoma City, Philadelphia, Pittsburgh, Portland, St. Louis, San Antonio, San Francisco, Seattle and the Twin Cities.

The Atlanta FEB has over 120 members representing more than 41,000 Federal employees in the Atlanta area.

The School Board of Broward County, Florida**FACSIMILE****(954) 760-7483****Office of the Superintendent****K.C. Wright Administration Center
600 Southeast Third Avenue/10th Floor
Fort Lauderdale, Florida 33301****Telephone (954) 765-6271/6272**

- Dr. Frank R. Petruzielo,
Superintendent of Schools
- Damian Huttenhoff, Director,
District Administration

Telephone (954) 765-6268

- Dorothy J. Orr, Ed.D.,
Executive Assistant to
the Superintendent and
Board Liaison

DATE: 6/18/97**TO:** Mike Cohen**FAX:** 202-456-5581**FROM:** Frank R. Petruzielo**NUMBER OF COPIES, EXCLUDING COVER SHEET:** 23**COMMENTS:**

1403**1403****SCHOOL ACCOUNTABILITY AND IMPROVEMENT**

THE SCHOOL BOARD OF BROWARD COUNTY HAS ESTABLISHED AN ACCOUNTABILITY AND SCHOOL IMPROVEMENT SYSTEM BASED ON THE PERFORMANCE OF STUDENTS AND EDUCATIONAL PROGRAMS. THE SYSTEM SUPPORTS NATIONAL GOALS 2000, VOLUNTARY NATIONAL STANDARDS AS DEVELOPED, FLORIDA BLUEPRINT 2000 AND THE MISSION, BELIEFS AND MAJOR SYSTEM PRIORITIES OF THE SCHOOL BOARD OF BROWARD COUNTY. THE BLUEPRINT: BROWARD SCHOOLS OF EXCELLENCE IS THE DISTRICTS FRAMEWORK AND VEHICLE FOR SCHOOL IMPROVEMENT AND ACCOUNTABILITY. IN ORDER TO ADDRESS THE CHALLENGES AND FULLY IMPLEMENT THE VISION ARTICULATED IN THE SCHOOL BOARD'S MISSION AND BELIEFS, THERE IS A NEED FOR ACCOUNTABILITY AT ALL LEVELS OF THE ORGANIZATION TO IMPROVE STUDENT ACHIEVEMENT AND SCHOOL EFFECTIVENESS. ACCORDINGLY, THIS POLICY DESCRIBES A COMPREHENSIVE ACCOUNTABILITY SYSTEM FOR THE BROWARD COUNTY PUBLIC SCHOOL DISTRICT.

Authority F. S. Chapter 91-283, 92-64, 92-136-
93-93, 93-198, 93-234, 93-144.
F. S. 230.22(1)(2); F. S. 229-592
POLICY ADOPTED: 3/21/95, 6/4/96

Policy Amended 01/21/97

RULES:**1. School Board's Mission Statement:**

We, the School Board of Broward County, Florida, commit ourselves to a philosophy of respect and high expectations for all students (pre-kindergarten through adult), teachers and staff; and, with parent and community participation and partnerships, we will provide the process and support which will give our diverse, multicultural student population equal access to a quality education.

2. School Board's Beliefs Statements:

- a. All students can learn, but they learn at different rates and with different preferential styles.
- b. All students should be taught how to learn.
- c. We must prepare all students for a knowledge-based, technologically rich, and culturally diverse 21st century.
- d. A safe and secure environment is requisite for teaching and learning.
- e. Learning should take place at home, in school, and in the community.
- f. Student achievement is enhanced through partnerships.
- g. All individuals should be treated with respect and dignity.
- h. Schools should reflect participatory management.
- i. Schools should be accountable for improving student achievement.
- j. Staff should be provided with professional development and training.
- k. All decisions should be based on student needs and what is best for students.
- l. We believe that diversity should be promoted so that isolation of racial, ethnic and socioeconomic groups is avoided; the full benefits of integration are achieved; and education is enhanced in a diverse, inclusive setting.

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- m. We believe that all students and staff should have experiences that develop interpersonal skills and sensitivity in working with others of diverse backgrounds and abilities.
- n. We believe in providing quality educational opportunities for all students in integrated environments that enhance success and promote understanding and appreciation of diversity, fair play and the positive tenets of a democratic society democracy.
- o. We believe that both parent and community participation, and parent and community responsibility, are essential to the positive social, emotional, cultural and academic development of every child and adult.

3. School Board's Major System Priorities

- a. Improving student achievement and school effectiveness.
- b. Addressing growth.
- c. Achieving desegregation. Embracing, celebrating, and demonstrating diversity.
- d. Improving student/staff safety and security.
- e. Increasing student and staff accountability.
- f. Expanding partnerships.
- g. Attracting and retaining the best teachers, principals and support staff.
- h. Utilizing technology to improve student achievement, teaching and staff productivity.
- i. Empowering parents and community through participation.

4. Accountability System Assumptions

The following assumptions undergird the accountability system:

- a. School performance is a product of the combined efforts of the School Board and its governance policies, the administration, principals, teachers, support staff, students, parents, business, and the community.
- b. Performance is measured against the same high academic standards for all students. All schools are expected to perform at a level that reflects high expectations for students and staff. However, issues beyond the control of schools (e.g., extraordinary mobility; critical overcrowding; increasing number of students living at or below the poverty level; increased enrollment of non-English speaking immigrant students, some of whom have little or no experience in a formal education setting) should be taken into account in determining school progress.

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- c. School progress is evaluated based on a combination of performance indicators including student achievement, attendance, dropout rates, and additional alternative assessment indicators (e.g., portfolios of student work, post graduation success, enrollment in and passing of advanced placement classes, proactive approach to safety and discipline).
- d. Schools are expected to identify and implement a process to achieve improved student performance (e.g., Coalition of Essential Schools, Shared Decision Making, SAGE).
- e. Schools are evaluated on current year performance, as well as two-three year trends.
- f. Schools with a history of poor performance are expected to make greater progress in improving student achievement, attendance, and dropout rates than schools with higher performance on these measures. It may also require unequal resources to meet unequal needs of students/schools.
- g. There should be clear incentives and responses for:
 - a) schools which demonstrate high levels of performance and/or high levels of progress.
 - b) schools which demonstrate low levels of performance and/or low levels of progress.
- h. A school determined by the school district to demonstrate low levels of performance and/or low levels of progress should be required to develop and implement a written corrective action plan, which should become a part of the School Improvement Plan (SIP).
 - 1. If school-planned improvement does not occur under the leadership of the principal in a timely manner, the area superintendent should coordinate the provision of special technical assistance, training, and support.
 - 2. If school improvement still does not occur after provision of such assistance, training, and support, such schools should be subject to review/intervention by a team of administrators and teachers who will make recommendations to the Superintendent which may include (1) changes in instructional programs; (2) modifications in school procedures and/or operations; (3) prescribed assistance/training for administrative,

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instructional, and/or support staff; and (4) total redesign of the school/staff/educational program.

5. Accountability System Purpose

- a. The general purpose of the BCPS Accountability System is to assess the success of the Broward County: Blueprint for Excellence program by measuring the individual progress of every school in achieving a broad range of student performance indicators and of every area and district office in providing services and resources to schools in an effective and efficient manner.
- b. The overall goal of the BCPS Accountability System is to promote schools' progress in achieving their educational mission as it relates to the Major System Priorities. The objectives of the Accountability System are to: (1) monitor schools' progress by measuring a set of school performance indicators; (2) determine which schools are meeting the district's objectives and can serve as models for other schools, and (3) determine which schools are failing to meet the objectives and require assistance and/or intervention.

6. School Accountability System Guidelines

- a. As the BCPS Accountability System is further developed, additional specific guidelines will be formulated to:
 1. Promote excellence and equity in student performance as measured by a comprehensive set of valid assessments;
 2. Provide accurate and timely information about student performance at the school level for full public disclosure;
 3. Use a clearly defined set of analyses, including research on effective schools, and review procedures to evaluate the efficiency and effectiveness of schools' progress;
 4. Include incentives for rewarding schools for innovation and/or significant improvement in student performance; and,
 5. Include a strong and effective set of responses focused on continuous improvement in outcomes for all student populations.

7. Accountability Criteria and Performance Ratings

- a. Accountability Criteria

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The School Accountability System is based on a dual set of criteria: (1) standards of service based on local priorities, state standards, and national standards as they develop; (2) assessment of progress on various school performance indicators (including data on the Annual Report of School Progress, in addition to alternative methods of assessment). Both criteria will be used to report annually on student achievement and school progress in improving student achievement.

b. Annual Reports of School and District Progress

1. Each school year, an individual Annual School Progress Report will be distributed to the parents of all pupils in the district and to other interested community members. A core part of each report will consist of key data elements approved by the Florida Board of Education and a report on the status of the School Improvement Plan objectives.
2. An aggregation of all schools' results will be published in an Annual Report of District Progress. The Annual Report of District Progress will highlight student achievement and school effectiveness, as well as district-wide progress on Major System Priorities.
3. Customer surveys will be conducted annually to provide feedback to schools, the administration and the School Board on the perception of students, parents and members of the community of school effectiveness.

**c. Annual Performance And Progress Categories**

Schools will be rated annually at one of three levels based on a formula which takes into consideration performance/progress on the above-referenced criteria. The three proposed levels are:

- **Recognized Performance/Progress:** high performing or high progress schools.
- **Acceptable Performance/Progress:** schools with acceptable student achievement or progress.
- **Needs to Improve Performance/Progress:** schools with low achievement or minimal or no progress.

The weightings to be used in all analyses of indicators are listed below by indicator area. Combining the indicator area scores will result in a

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Composite Index score. A variety of indicators will be used within the Student Achievement indicator area. The Composite Index (i.e., the total score) will be calculated for each school and will serve as the basis for placing schools into three categories: 1. Recognized Performance/Progress; 2. Acceptable Performance/Progress; or 3. Needs to Improve Performance/Progress. Each individual indicator within each indicator area will contribute to the Composite Index on both a Current Status and Longitudinal Progress basis.

The following categories of indicators used to rank schools are based on current measures. New categories and new measures will be developed and the process will continue to evolve. The long-term goal is to move toward a continuous progress assessment system with the potential for individualizing the educational plan for every student.

K-12

INDICATOR AREA	ELEMENTARY	MIDDLE	HIGH
Student Achievement	60%	60%	60%
Optional Student Achievement Indicator	10%	10%	5%
Dropout/Graduation			5%
Student Attendance	10%	10%	10%
Teacher Attendance	10%	10%	10%
Student Behavior	5%	5%	5%
Partnerships	5%	5%	5%
TOTAL	100%	100%	100%

Centers

INDICATOR AREA	HIGH*	DISCIPLINARY AND SED CENTERS	ADULT AND VOCATIONAL	MULTI-HANDICAPPED CENTERS
Student Achievement	60%	30%	60%	50%
Optional Student Achievement Indicator	5%	20%	15%	15%
Dropout/Graduation	5%	5%	5%	5%
Student Attendance	10%	10%	N/A	10%
Teacher Attendance	10%	10%	10%	10%
Student Behavior	5%	20%	5%	5%
Partnerships	5%	5%	5%	5%
TOTAL	100%	100%	100%	100%

*Includes all alternative programs at Centers, such as Teen Parents, Schools of Choice, etc.

8. Accountability Incentives and Responses

- a. The overall purpose of the accountability responses is to establish and maintain high expectations for every school and to provide support

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and assistance required at every school not achieving district standards for student achievement or progress toward achieving such standards.

- b. The accountability system provides for a series of positive actions to encourage schools performing at high levels and/or making exemplary or recognized progress to maintain their efforts. For schools with performance determined acceptable, but not making sufficient progress or low performance and minimal progress, actions would include review and assistance from the area and district, as well as close monitoring of performance results.

In order to assist schools in their accountability efforts, Innovation Zones have been established to enhance school improvement initiatives already begun by individual school communities. Through defining groups of schools empowered to work in a collaborative manner, schools can better analyze, align, provide continuity, and implement innovations designed to meet the needs of all students, (pre-K to adult).

- c. Innovation Zone Support Teams from district and area offices will provide support and technical assistance to Innovation Zones. These teams will assist schools in areas such as diagnosis, assessment, intervention and school improvement planning. This support includes assistance and training in the analysis of data, development of needs assessments, written measurable objectives, and specific action steps for addressing those objectives. Team members are also part of intervention teams for schools determined through the annual accountability rating to need improvement.

- d. **Area and District Office Accountability**

In order to ensure that all components of the organization are directly focused on assisting schools in improving student achievement, under direction of the Superintendent of Schools, every area and district office department will develop and implement written Departmental Improvement Plans, which specify ways in which the department assists and supports principals and other school-based staff in their school improvement efforts. Departmental Improvement Plans will be linked to the Administrative Performance Planning and Appraisal System and each administrator's annual assessment.

- e. A procedure to establish appropriate incentives, rewards, responses and interventions for all schools, will be developed by the Superintendent with input from the Superintendent's ad hoc principals' advisory committee, business/community partners, students, teachers, parents, and employee organizations. This

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procedure will be based on the annual accountability system ratings of schools, as follows:

- (1) **RECOGNIZED PERFORMANCE/PROGRESS** These schools receive the greatest amount of recognition and autonomy in the district in operating, staffing, budgeting, and programming, as well as other incentives:
- Continued implementation of School Improvement Plan.
 - Videotapes of the school program/staff/students presented at School Board meetings and in other forum.
 - Special consideration for teachers who work as mentors to schools making unsatisfactory or no progress (e.g., release time with pay and/or mini sabbaticals for continued professional development).
 - Flags designating the school as "Recognized."
 - Pins recognizing teachers and other school staff for their efforts in students' meeting state standards for performance.
 - Commendation/site visits from School Board members, Superintendent of Schools, and community leaders to commend staff for hard work.
 - Eligibility to increase autonomy and flexibility in staffing and use of budget allocations through waivers.
 - Other incentives, as recommended by the Superintendent of Schools and approved by the School Board.
- (2) **ACCEPTABLE PERFORMANCE/PROGRESS:** These schools have acceptable student achievement or progress. They may request the following assistance to enable them to move to a higher level:
- Review and refinement of the School Improvement Plan, especially in the area of rigorous objectives.
 - Professional/staff development plan to insure effective implementation of School Improvement Plan.

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- Assistance in development of business, university, and community partnerships to increase human and other resources available for improving student achievement and school effectiveness.

(3) NEEDS TO IMPROVE PERFORMANCE/PROGRESS: If a school is placed in this category for the first time:

The primary responsibility for planning, developing, and implementing school improvement efforts in these targeted schools initially lies with the principal, in cooperation with the school staff, and community, and with assistance from the Area Superintendent and district office. The following responses will be required:

- The principal, with input from the SIT and the staff, will develop a written strategy agreement which identifies the actions, and timelines required to insure improved student achievement and school effectiveness over the next year.
- The Area Superintendent will review the proposed agreement with the principal and identify specific assistance, actions, and timelines required of area and district office staff to accomplish the desired improved student achievement and school effectiveness.
- Progress on the strategies will be assessed by the Area Superintendent during the second semester of that school year.

If a school is in this category for a second year:

- The Area Superintendent will coordinate a comprehensive assessment of the school by an intervention team established by the Superintendent of Schools which includes a mentor principal of a Recognized school, appropriate area/district office staff, and a designee of the Broward Teachers' Union (BTU). The team will utilize the "Research-Based Characteristics of Quality Schools" as the basis for diagnosing and addressing the school's needs for improved performance/progress.
- Based on the intervention team's findings, the Area Superintendent (in cooperation with the principal, SIT

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team, and faculty) will develop modifications to the school improvement agreement over the next year.

If a school is placed in this category for a third year:

- The Superintendent of Schools may recommend:
 - (1) Changes in the school's instructional program;
 - (2) Modifications in the school's procedures and/or operations;
 - (3) Prescribed assistance/training for administrative, instructional, and/or support staff; and/or
 - (4) Total redesign of the school/staff/educational program.

9. School Board Responsibilities

- a. Establish the criteria and process for selecting School Improvement Teams and approve membership lists prior to December 1.
- b. Approve School Improvement Plans annually.
- c. Monitor schools' efforts toward adequate progress as identified by standards of service and approved school improvement goals.
- d. Insure through the Superintendent that administrative procedures are developed which provide early intervention and assistance in those schools where adequate progress criteria are not met.
- e. Report status of schools not making adequate progress to the Florida Department of Education pursuant to state law policies.
- f. Develop partnerships and protocol with government and private agencies that enable schools to establish agreements with such community agencies.
- g. Set standards of service.

10. School Improvement Team (SIT)

- a. Role: The role of the School Improvement Team [Note: Under Florida Statutes, this function shall be assigned to a group called: "School Advisory Council"] is to facilitate the development and

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monitor progress of the School Improvement Plan. SIT's will operate upon established administrative guidelines, as determined by the Superintendent.

- b. **Structure:** The operating procedures of the School Improvement Team (e.g., mission and objectives, membership policies, voting procedures, and meeting times, places, and advertising procedures) will be based on consensus by school and community stakeholders including: students, teachers, parent groups, administrators, and other school staff. The size of the group and length of term of membership is determined by consensus of the school and community. All meetings of the School Improvement Team are open, advertised meetings and subject to the Sunshine Law. Minutes must be kept and made available for public review. School Improvement Team meetings shall be scheduled at a time and location which will encourage participation from parent and community/business representatives.
- c. **Membership:** All membership requirements must be in accordance with applicable Florida Statutes. The membership of each SIT team will be approved annually by the School Board. Changes in School Improvement Team membership during the year must be approved by the Superintendent.
 - 1. Team members shall include the school principal, a balanced number of teachers, the Broward Teacher Union (BTU) building steward, educational support employees, students, parents, business and community representatives, including a "community school" representative (when appropriate). "Balanced" refers to insuring a proportionate number of team members from each group, including ESE, Pre-K, and ESOL teachers and parents.
 - 2. A majority of SIT members shall not be employed at the school where they serve as a SIT member.
 - 3. Team members are elected by their peer groups except for the business and community representatives who will be selected through a nomination and selection process facilitated by the principal and approved by the team.
 - 4. Teams must be representative of the community served by the school and must include representation from different cultures, races, socioeconomic groups and genders. If the elected team is not representative of the school community, as determined by the principal and/or area superintendent, the team must devise and implement a process which insures proper representation.

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5. One parent shall be elected annually from each school's School Improvement Team to serve as Innovation Zone Representative from that school. The Zone Representative is responsible for attending Innovation Zone meetings. At the school level, the Zone Representative is responsible for attending PTA/Advisory Meetings and communicating with these organizations.
 - d. **Training:** SIT's will engage in ongoing training activities to build the team, orient new members, develop skills, influence positive outcomes of its plan, especially student achievement results, and increase the capacity of the school to carry out the objectives of the School Improvement Plan. School-based accountability funds allocated to the schools may be used to support these training efforts.
- 11. School Improvement Plan (SIP)**
- a. Each School Improvement Team will facilitate the development and monitor progress of the School Improvement Plan which includes such specific components as baseline data, educational goals and objectives of the school, indicators of school and student progress, and strategies and evaluation procedures to measure adequate progress for each goal. School Improvement Plans will consist of one, two, and/or three year objectives with action steps updated annually. Each plan will be based on a comprehensive needs assessment conducted by the SIT with the involvement of the staff and the community. The development of the SIP will be facilitated by the SIT. Each SIP will include:
 1. School Mission and Goals.
 2. Necessary baseline data to identify needs.
 3. Expected student learning outcomes (local Standards of Service, Florida's Goal Area Performance Standards; and National Standards, when available).
 4. Strategies and timeframes for improvement.
 5. Participatory management model.
 6. Description of how resources will be used/redirected to support strategies (including waivers needed in existing local, state, and/or Federal rules/regulations/policies).

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7. Necessary training, technical assistance, and support to plan, develop, and implement school improvement strategies plan, develop, and implement school improvement strategies.

8. Report on status of current year's plan.

9. A student discipline plan developed pursuant to the provisions of article 11, Section E of the contract between the School Board of Broward County and the Broward Teachers Union. Each plan must include the following guidelines:

A. Recently enacted legislation permits a teacher to remove a student from class if (A) the student has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or (B) the student's behavior is so unruly, disruptive or abusive as to seriously interfere with the teacher's ability to communicate effectively with the student's in the class with the ability of the student's classmates to learn. A student removed from a teacher's class under either of these circumstances may not return to the teacher's class unless (1) the teacher consents to the return of the student, or (2) the student is returned to the teacher's class by a decision of a Placement Review committee.

B. Temporary Removal from Class

1. The teacher shall have the authority to remove a seriously disruptive student from the classroom. In such cases, the principal or designee shall be notified immediately and the teacher shall be entitled to receive, prior to the student's return to class, a report describing corrective action (s) taken.

C. Code of Student Conduct Infractions

1. The principal or designee will follow the Code of Student Conduct on all disciplinary matters.
2. Only those disciplinary problems which disrupt a teacher's instruction and because of which the teacher requests the student's permanent removal from class shall be referred to the Placement Review Committee, if the request is not resolved by the principal.

D. Exclusion from Class by a Teacher

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1. A teacher who has removed a student from class for misbehavior which seriously affects the teacher's ability to communicate may request that the student not be returned to class under the following conditions:

a. A student whose behavior is so unruly, disruptive or abusive that it seriously affects the teacher-student communication or the ability of the student's classmates to learn.

b. A student who has been documented by the teacher for repeated interference with the teacher's ability to communicate effectively with students, or the ability of the students to learn.

2. The following documentation must accompany the student's referral to support the teacher's recommendation under number 1.b above:

a. Teacher-student conference:

b. A parent conference or evidence of a valid attempt as determined by the principal, to reach a parent, including both phone calls and a letter, delivered by hand or mail, to the home; and

c. At least two (2) written referrals to school-site administration.

d. The student referral form contained in the School Board BTU contract.

3. Any teacher who removes twenty-five percent of his/her total class enrollment shall be required to complete professional development as determined by the Superintendent (designee) to improve classroom management skills.

E. Placement of Removed Student

1. When a student is removed from the class by a teacher, the principal or his/her designee shall confer with the teacher concerning the student removal. If the teacher does not consent at that time to the return of the student to the classroom, the principal or his/her designee shall:

a. Provide an alternative placement for the student until a final decision has been reached by the Placement Review

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Committee (PRC) or Eligibility, IEP Staffing Committees. Alternative placements may include temporary placement in another appropriate classroom, internal or external suspension, or an alternative to suspension program. However, if the principal selects the alternative for suspension program, he/she must first obtain the affected parent's authorization. The student may be prohibited, by the principal, from attending or participating in school-sponsored activities during this time. A list of the location of the alternative to suspension program is maintained in the area superintendents' offices.

b. Contact the affected parent as soon as possible by phone or certified mail.

c. Refer the case to the Placement Review Committee to determine placement when the teacher withholds consent to the return of a student to the teacher's class. The Committee must render its decision within five (5) calendar days of the removal of the student from the classroom. Committee membership shall include the following:

1. Two faculty members elected by the faculty (the teacher who withheld consent to readmitting the student may not serve on the Committee); Two alternates shall also be selected.

2. One staff member and one alternate appointed by the principal;

2. The Committee has the authority to place the affected student back into the classroom of the teacher who requested the removal of said student. If the committee takes this action, the affected teacher, when removing a student under the provisions of rule 9, D, 1, a above, must then comply with rule 9, d, 2.

3. Provisions for Disabled Education Students: All actions regarding disabled education students must conform to federal (including Federal 504 regulations) and state statutes, rules, regulations, and policies. Interim alternative placements must take into account the students' needs for appropriate instructional strategies. Suspensions of students with disabilities, if used as interim alternative placements, must be in accordance with School Board Policy 5006.1 and 5006.3 and all applicable Federal and State Laws. For exceptional students, the Eligibility, IEP, and Placement staffing committee will serve as the Placement Review Committee.

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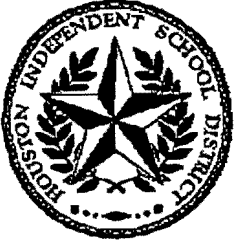
SCHOOL ACCOUNTABILITY AND IMPROVEMENTE. Timeframes and Parent Notification

1. A teacher who requests a permanent exclusion of a student from class must notify the principal no later than twenty-four (24) hours following the initial removal from class.
2. A time limit of five (5) calendar days from the removal of the student from class is set for the Placement Review Committee to render a decision on the placement of the student.
3. If a teacher requests a permanent exclusion of the student from class, the parent shall be notified of the time and place of the Placement Review Committee meeting at least two (2) workdays prior to the day of the meeting. Such notification shall be by phone or certified mail. The parent and the student shall have the right to present facts during the hearing at a time set by the principal.

G. Record Keeping Requirements

Each school shall keep records and maintain data in order to address questions in the following areas:

1. Number of disciplinary referrals requiring students to be removed from class by teachers;
2. Number and percentage of referrals in which the student was sent back to class with the consent of teachers;
3. Number and percentage of referrals that were sent to the Placement Review Committee or Eligibility, IEP, and Placement staffing committee because of teacher withholding consent to readmit the student;
4. Number and types of placements (including those returned to class) made by the Placement Review Committee or Eligibility, IEP, and Placement staffing committee; and
5. Number and percentage of students in each class referred by each teacher (to be used in determining staff development needs).

**HOUSTON INDEPENDENT SCHOOL DISTRICT**

Hattie Mae White Administration Building
3830 Richmond Avenue - Houston, TX 77027-5838

TEL (713) 892-6300 - FAX (713) 892-6061

ROD PAIGE
Superintendent of Schools

TRANSMITTAL INFORMATION

DATE: 7/7/97

TO: Mike Cohen

COMPANY: _____

FAX NO: 202-456-5581

FROM: Rod Paige

SUBJECT: _____

COMMENTS:

Congress of Houston Teachers (713) 681-8410

Houston Federation of Teachers (713) 623-8891

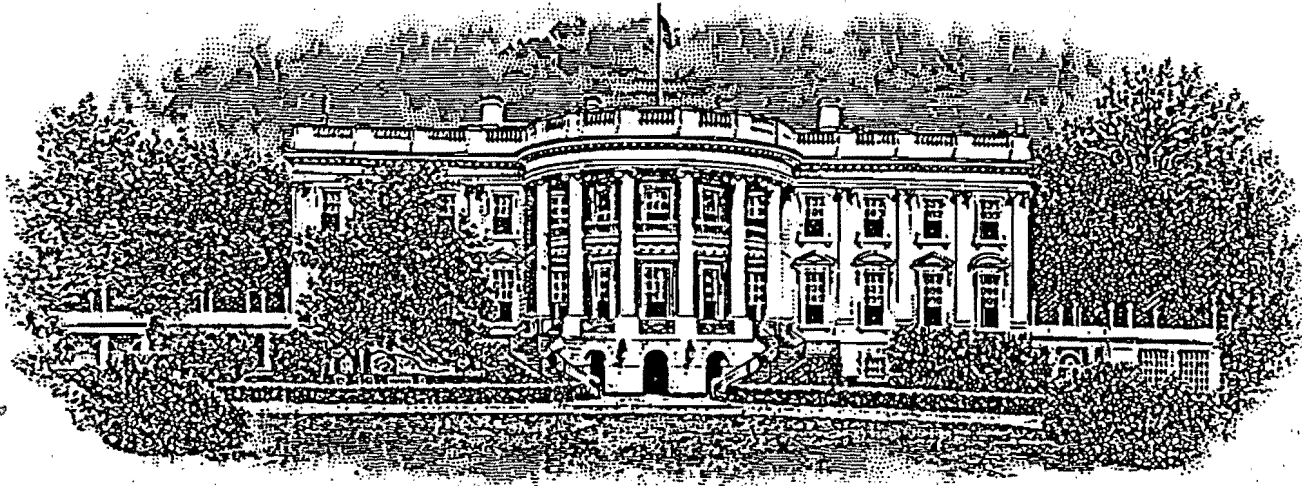
Houston Educational Association (713) 528-1968

NUMBER OF PAGES (including this cover page) 1

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Renee Syriac

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Michael Brandt

FAX NUMBER: 513 475-4935

TELEPHONE NUMBER: _____

FROM: Mike Cohen

TELEPHONE NUMBER: 202 456-5575

PAGES (INCLUDING COVER): 3

COMMENTS: Let me know if you need

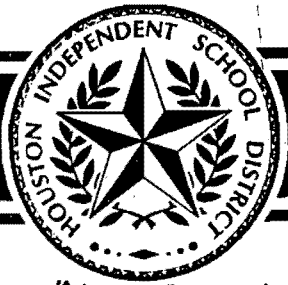
additional information



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NEWS RELEASE

Hattie Mae White Administration Building • 3830 Richmond Ave., Houston, Texas 77027

Rod Paige, Superintendent of Schools

Michael- We are very excited about being a part of this initiative! It is a great fit with high standards and Rich assessment. Mike Wells

HISD first in America to launch classroom performance system

Providence, Rhode Island, July 11, 1997 - The Houston Independent School District (HISD), America's 6th largest, will become the first school system in the country to launch a new comprehensive classroom performance system, officials announced Friday at a national news conference.

More than 100 HISD schools and tens of thousands of school children will take part in this bold new effort to improve student learning and teacher performance. The program will be watched closely by educational and political leaders across the nation.

The announcement was made Friday by HISD Superintendent Rod Paige at a Providence, Rhode Island, news conference during a meeting of the Education Commission of the States (ECS). The news conference was opened by Georgia Gov. Zell Miller, chairman of ECS.

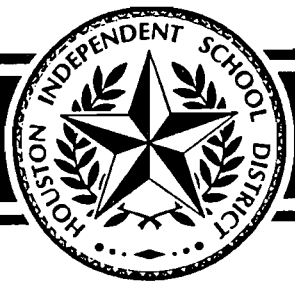
"Our focus in Houston always has been on improving teaching and learning," Dr. Paige said. "This will give us additional tools in our efforts to be more effective and efficient in the use of our resources to improve student learning," Dr. Paige said.

Dr. Paige said HISD, with approval of its board of trustees, will pilot Class ACT, a technology-based system, in more than 100 of the district's 272 schools. Class ACT will give students, parents and teachers information that has never before been available to measure student progress. Class ACT also will provide resources to help teachers and parents improve student performance.

Class ACT is made up of four products developed by Fox River Learning, HOSTS Corporation, Educational Performance Management and Coopers & Lybrand:

- * InSite shows people where money is spent by program, by school and by function so educators can move money to support what is working.
- * InForm shows teachers and parents how students are progressing and what teaching strategies are proving to be effective.
- * InStruct offers resources and strategies teachers can use to tailor learning for each student.
- * InSpire helps districts recruit and train community members and parents to effectively mentor students.

PHOTOCOPY
PRESERVATION



NEWS RELEASE

Hattie Mae White Administration Building • 3830 Richmond Ave., Houston, Texas 77027
Rod Paige, Superintendent of Schools

CLASS ACT QUESTIONS & ANSWERS

What is Class ACT? Class ACT provides information about each student's progress and strategies for parents and teachers to improve student achievement. Class ACT was developed by Coopers & Lybrand, Fox River Learning, HOSTS, and Educational Performance Management. It incorporates years of research documenting the best instructional practices of school districts around the country.

Why is Houston Independent School District (HISD) the first school district in the nation to adopt Class ACT? The Class ACT team responded to the challenge set forth by the HISD board in its Declaration of Beliefs and Visions for the school district. That statement says that the mission of the district is to teach students. HISD's Superintendent, Dr. Rod Paige, who previously served on the HISD board, is committed to fulfilling the objectives of that vision statement. For a copy of the district's beliefs and visions, please call 713-892-6393.

What will HISD Gain From Class ACT? Class ACT provides HISD a way to direct expenditures and programs toward enhancing teacher performance and improving student academic skills. With Class ACT information, HISD will be able to determine the efficiency of expenditures down to the school level, and how that spending relates to the level of performance within the classroom. Teachers will have the information they need to create individualized lesson plans for every student in the classroom.

When will HISD begin using Class ACT? HISD will put Class ACT in place in more than 100 of the district's 272 schools during the fall 1997 semester.

How will we know if the program works? HISD has used each of the tools within Class ACT at different schools during the past five years. The success of those experiences has promoted HISD the Class ACT team to combine the tools and to put them in place in almost half of the district.

PHOTOCOPY
PRESERVATION



Class ACT ESSENTIAL ELEMENTS AND TOOLS FOR HOUSTON ISD



Houston
Independent School District

FOX
RIVER
LEARNING L.L.C.

Coopers
& Lybrand

Coopers & Lybrand L.L.P.
a professional services firm

WHAT IS CLASS ACT?

Class ACT is a suite of tools—InStruct, InSpire, InForm and In\$ite—for administrators and teachers that integrates curriculum and accountability issues identified by the HISD Board during the past four years. These tools focus educators on quality student learning and teachers as leaders. The suite provides current and relevant student achievement information to teachers. Moreover, Class ACT supports the ability of administrators to evaluate and support teachers more effectively.

Given the significant number of management and technology initiatives underway in the district, Class ACT holds particular promise. By design, it builds capacity first at the teacher level, leaving the teacher in charge of instructional decision-making. With teachers as instructional leaders, HISD can more effectively support collaboration for specific students, strategies and programs. Moreover, because of the availability of resource allocation information by school, it is anticipated and expected that teachers, administrators and the Board of HISD will be able to confidently dedicate resources for students to programs that have proven effective over time.

THE ESSENTIAL ELEMENTS AND TOOLS

- ◎ The ability to implement accelerated learning strategies for individual students
- ◎ The ability to profile student academic progress
- ◎ The ability to track by school actual costs of all resources used in individual schools for both instructional and non-instructional purposes

The identification and preliminary work necessary to install the effective tools of a learning organization have been positioned in HISD. The full implementation of these Class ACT programs will move HISD toward a constructive response to Recommendations 9, 16, 17, 20 and 29 of the Performance Review issued by the Texas State Comptroller's office in Fall 1996.

PHOTOCOPY
PRESERVATION

TOOLS TO IMPLEMENT A PERFORMANCE SYSTEM

InStruct™ is a tool to help teachers utilize resources and assemble teaching strategies tailored to the individual needs of students. This tool currently has three programs: Language Arts/Reading, Mathematics and Spanish Language Arts. HOSTS Educational Research L.L.C., a Fox River Learning L.L.C. affiliate, intends to add Science and Social Studies in the near future. InStruct allows a teacher to assemble individual student prescriptions to accelerate learning as well as extend classroom instructional strategies and assessment instruments already in use in HISD. InStruct can address the needs of all students on, above or below grade level.

InSpire™ supports InStruct by bringing structured mentoring into the classroom. InSpire gives teachers, mentors, and parents a centralized place to communicate with one another about the educational progress of individual students and to identify appropriate and effective educational materials. InSpire allows mentors and parents to develop and confirm their effectiveness through the sharing of instructional strategies.

SHEREE T. SPEAKMAN, PARTNER, K-12 EDUCATION, COOPERS & LYBRAND L.L.P.

Sheree T. Speakman is the national partner responsible for Cooper & Lybrand's work in K-12 Education and is based in Chicago, Illinois. Ms. Speakman leads the firm's efforts in the areas of K-12 consulting work and in establishing expenditure benchmarking guidelines for public education. She is also an authority on management information in K-12 education.

Ms. Speakman is responsible for developing and deploying resources in the firm's education partnerships with school districts, including its national alliance with the U.S. Chamber of Commerce Center for Workforce Preparation. Jointly, Coopers & Lybrand and the Center for Workplace Preparation have released In\$ite.™ The Financial Analysis Model for Education™, a management reporting tool for American education. Sheree and her team developed the methodology and software supporting the model. She currently leads the implementation process for the model that is underway in a number of U.S. states and individual school districts. This work is focused on satisfying each district's need to produce and communicate better information at the district and individual school levels.

Sheree has over 20 years of diversified financial management experience and managed the merger and acquisition practice for Coopers & Lybrand in the midwest from 1983 to 1988. She worked on transactions involving 16 of the private sector industries that undertook organizational and financial restructuring during the 1980s during the period of significant acquisition and divestiture activity. From there she transferred to Coopers & Lybrand's London office for two years where she specialized in international corporate finance transactions. Sheree has an AB degree from Albion College in Michigan and an MBA from the University of Chicago in Illinois.

GOVERNOR ZELL MILLER, STATE OF GEORGIA

The Almanac of American Politics says: "Few Governors have played as pivotal a role in national politics or have sounded a louder clarion call of regional leadership than Zell Miller as Governor." Zell Miller is a product of the Appalachian Mountains. Born in the small North Georgia town of Young Harris, Governor Miller at one time or another has been a businessman, a teacher, a Marine Sergeant and is the author of three books. A fourth book Corps Values - based on his experiences in Marine Corps boot camp at Parris Island, S.C. - was published in June.

He has been a professor at four colleges and universities. His public career includes service at virtually every level of government. He served as mayor, as a member of the Senate and as Lieutenant Governor until he was elected Governor in 1990. Since taking office in 1991, his love of teaching and commitment to education has resulted in one of the most ambitious agendas to improve public education in this century. Governor Miller's HOPE Scholarship Program has been called the most far-reaching in the nation by The Los Angeles Times.

His pre-kindergarten program is the only one in the nation available to all four-year-olds. He has raised spending on education to new highs, and at the same time has cut taxes more than any Governor in Georgia history. Georgia is one of the leading states in job creation and during the nearly seven years Miller has been Governor, new jobs have been created at the rate of more than 2,500 a week. Sam Nunn, the recently retired four-term U.S. Senator from Georgia, who has known and worked with Miller for more than 25 years, calls him "tough as nails." You can see this in the way he has dealt with criminals. His "Two Strikes and You're Out" law is the toughest law of its kind in the United States.

Governor Miller is currently the chairman of the Education Commission of the States. He also chaired the Southern Governors' Association., the Appalachian Regional Commission and the Council of State Governments. In addition, Governor Miller keynoted the 1992 Democratic National Convention in New York and was chairman of the platform drafting committee for the 1996 Democratic National Convention in Chicago. Governor Miller is married to the former Shirley Carver. They have two sons, four grandchildren and two great-grandchildren.

PHOTOCOPY
PRESERVATION

cc: Mike

C418

THE BOSTON GLOBE • FRIDAY, JUNE 20, 1997

The Boston Globe

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Payzant's first grades

The stains on the Boston public schools are most visible in June with the release of citywide scores on standardized tests. Rather than disguise the low scores, a practice of his predecessor, School Superintendent Thomas Payzant presses on with his five-year plan to improve the system.

On the plus side, Boston's middle school students show some improvement over last year, especially in reading. In 20 of 23 middle schools, fewer students scored in the lowest performance level this year than last. The system's yearlong concentration on reading skills is having a positive impact even in the middle grades, which educators find the hardest to teach.

Math scores, however, are deeply disappointing systemwide. In Grade 6, for example, 45 percent of students show little or no mastery of basic skills. And that figure rises to a troubling 79 percent by 11th grade. Boston has yet to reverse the axiom that the longer a student remains in the system, the greater his or her chance of failure. Payzant pledges to put as much emphasis on math

next year as he did this year on reading, a promise that must be kept if there is any hope for a majority of Boston's students to meet the state's exit standards for graduation in the year 2003.

The best news, perhaps, is the test itself. For a second year, Boston students have taken the challenging Stanford 9 Achievement Test, which most urban systems shun as too demanding. Payzant's expectations are high. He accepts that solid assessments drive good teaching and learning. That advantage, however, could be undone quickly if his administration fails to gain concessions from the Boston Teachers Union on scheduling, performance evaluation, and other issues that affect the quality of classrooms.

Boston students are still far from reaching the "solid academic performance" category that defines success on the Stanford 9. But this is just the end of the first year of Payzant's implementation of citywide learning standards. If the scores remain substantially the same two years hence, it will be cause for alarm. Now it's just time to toil.

RASH-AY	TO: B11 Kincaid	FROM: Tom Payzant	DATE: 6/20/97	TDPS 14850
	FAX #: 202-456-7028	FAX #:	PHONE #:	



Fax

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Providence
Richmond
Rochester
St. Louis
St. Paul
San Diego
San Francisco
Seattle
Toledo
Tucson
Washington, D.C.

Date: _____

To:

Name: Michael Cohen

Organization: White House

Fax: (202) 456-7028

From:

Name: Michael Cassidy

Notes:

*Congrats on Sam Antonio. Please see
attached letter of invitation to
President*

Pages: _____ (including this one)

Council of the Great City Schools

1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004

(202) 393-2427 ♦ (202) 393-2400 (fax)

<http://www.cgcs.org>

Council of the Great City Schools

1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004

(202) 393-2427 ♦ (202) 393-2400 (fax)

<http://www.cgcs.org>**Council of the
Great City Schools**

June 25, 1997

The Honorable William J. Clinton
President of the United States
1600 Pennsylvania Avenue, NW
Washington, DC

Dear Mr. President:

On behalf of the Council of the Great City Schools, a coalition of the nation's largest urban public school systems, I invite you to participate in an historic summit meeting of School Superintendents and Mayors from our largest cities on October 15 at the Detroit Westin Hotel.

The summit is being co-hosted by the Council and the U.S. Conference of Mayors in conjunction with the Annual Conference of the Great City Schools, October 15-19. We would also invite you to address this larger gathering of urban school superintendents, school board members, senior staff and other urban educators any time on October 16 or 17 that your schedule might allow.

We do not believe that there has ever been a summit meeting of big city mayors and school superintendents. Each group is struggling with ways to work more closely together and to improve the quality of life in America's major cities. The meeting is being built around topics and issues on which the two groups can collaborate more successfully. The goal of the meeting is to create and improve the new partnership between mayors and schools. Over the next several months, we will be working on an agenda for the meeting that will accomplish that goal.

The Annual Conference of the Great City Schools is the nation's premier annual meeting of urban school leaders from across the country. The Council would be pleased to work with your staff on necessary arrangements should you be able to accept this invitation. Thank you.

Sincerely,

Michael Casserly
Michael Casserly
Executive Director

- Atlanta
- Baltimore
- Birmingham
- Boston
- Broward County
- Buffalo
- Charlotte
- Chicago
- Clark County
- Cleveland
- Columbus
- Dade County
- Dallas
- Dayton
- Denver
- Detroit
- El Paso
- Fort Worth
- Fresno
- Houston
- Indianapolis
- Long Beach
- Los Angeles
- Memphis
- Milwaukee
- Minneapolis
- Nashville
- New Orleans
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- Newark
- Norfolk
- Oakland
- Oklahoma City
- Omaha
- Philadelphia
- Pittsburgh
- Portland
- Providence
- Richmond
- Rochester
- St. Louis
- St. Paul
- San Diego
- San Francisco
- Seattle
- Tampa
- Washington, DC



urban Educator

The Nation's Voice for Urban Education

Vol. 6, No. 5

June 1997

Report Gives Status Of African-American Education

African-American students begin their education on a level comparable to their white peers, but by fourth grade gaps evolve that are never reconciled in later years, reveals a new comprehensive reference guide compiling research on the education of African-American students.

The Status of Education in Black America, Volume II: Preschool through High School Education was released earlier this month by the Frederick D. Patterson Research Institute of the College Fund/United Negro College

continued on page 2

Minneapolis Ends Private Management

One of the nation's most watched partnerships between a public school district and a private management firm has come to an end, with the announcement last month that Minneapolis Public Schools was ending its 3 1/2 year union with the firm that had served as the district's superintendent.

The agreement with Public Strategies Group Inc. ended May 29, in what has been described by school district and company officials as an "amicable" parting. PSG President Peter Hutchinson announced at a news conference that he would be immedi-



Peter Hutchinson

continued on page 3

Mayors and Urban School Leaders To Meet at Summit

Plans are being made for what is believed to be the first-ever summit meeting between the nation's urban school leaders and big-city mayors.

In an effort to improve the quality of education and life in major U.S. cities, organizers are setting their sights on Detroit, where the Council of the Great City Schools will hold its annual Fall Conference Oct. 15-19. The summit is scheduled to open the convention, and is aimed at fostering better cooperation between the two public domains.

The Council has been working with the U.S. Conference of Mayors to develop the summit following more than a year of discussions.

Last spring, the urban school coalition met with the mayors group and city police chiefs in Denver to discuss ways to strengthen the quality of life in America's big cities by improving public education and safety. Some 35 mayors, police chiefs and school officials from 10 cities convened.

Council Executive Director Michael Casserly called the meeting

"historic," noting that he had never witnessed such a broad, urban-based gathering in the 20 years he has been in urban education.

More than 400 urban school superintendents, administrators and board members from some 50 school districts will convene for the Council's 41st Annual Fall Conference. Deans of colleges of education will also join the urban school leaders under the banner "Building an Urban School Renaissance."

One of the major features of the program will be the Richard R. Green Award ceremony, where the top urban educator of the year will be named. The award for outstanding contributions to American urban education is in memory of the late Dr. Green, who headed Minneapolis and New York City public schools in the 1980s.

Hosted by Detroit Public Schools, the conference will include sessions on model urban school programs. For conference details, contact Terry Tabor at (202) 393-2427.



1997 Fall Conference
Detroit

In this Issue

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Close Up: AmeriCorps Program Progresses	7
Push for School Construction Aid Continues	10

THE WHITE HOUSE
WASHINGTON

July 10, 1997

Dr. Ruben Zacarias
Superintendent
Los Angeles Unified School District
450 North Grand Avenue
Los Angeles, CA 90012

Dear Ruben:

I appreciated the opportunity to talk with you about the President Clinton's national testing initiative, and Los Angeles' possible participation in these tests in the Spring of 1999.

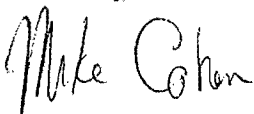
Over the past several months, the States of Kentucky, Maryland, Massachusetts, Michigan, North Carolina and West Virginia have committed to participate in these tests. On July 25, we expect the President to announce commitments from an additional group of states.

We are also working to announce commitments from a group of big city school systems at the same time. The participation of cities is especially important, because it helps send a strong message to all Americans that students in our cities can and should be expected to achieve, and measured against, the same high standards being set for all other students in the country. It is also an opportunity to demonstrate the partnerships among school superintendents, school boards, teachers organizations, and others such as parents, business groups and other community-based organizations, and institutions of higher education, to prepare students to reach these standards.

Enclosed please find a brief overview of this initiative, and additional information on the development of the tests. Please note that the U.S. Department of Education has established a Web Site (<http://www.ed.gov/nationaltests>) that contains detailed, up-to-date information on the testing initiative.

After you have had a chance to review these materials, please let me know of your interest, or if I can answer any questions you might have. I look forward to hearing from you. I can be reached at (202) 456-5575.

Sincerely,



Michael Cohen
Special Assistant to the President for Education

THE WHITE HOUSE
WASHINGTON

July 8, 1997

Dr. Gerry House
Superintendent
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112

Dear Gerry:

I appreciated the opportunity to talk with you yesterday about the President Clinton's national testing initiative, and Memphis' possible participation in these tests in the Spring of 1999.

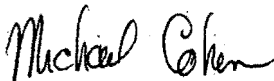
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Sincerely,



Michael Cohen
Special Assistant to the President for Education

THE WHITE HOUSE
WASHINGTON

July 8, 1997

Dr. Morris Holmes
Superintendent
New Orleans Public Schools
3510 General DeGouile Drive
New Orleans, LA 70114

Dear Morris:

I appreciated the opportunity to talk with you last week about the President Clinton's national testing initiative, and New Orleans' possible participation in these tests in the Spring of 1999.

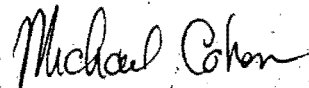
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After you have had a chance to review these materials, please let me know of your interest, or if I can answer any questions you might have. I look forward to hearing from you.

Sincerely,



Michael Cohen
Special Assistant to the President for Education

July 24, 1997

URBAN SCHOOLS AND THE VOLUNTARY NATIONAL TESTS

Internal Qs & As

What is the President announcing?

Fifteen urban school districts will participate in the voluntary national tests in 4th grade reading and 8th grade math. These 15 urban school systems -- including the 3 largest and 7 of the 10 largest in the country -- are located in 11 states and represent approximately 7% percent of the nation's 4th and 8th graders.

Why these particular cities?

We contacted a group of urban school districts known as leaders in the effort to raise standards. This is just a first step. There are other school districts throughout the country that we anticipate will decide to participate in the future.

How can a single district sign up?

Both entire states and individual school districts will be able to contract with test publishers to administer the national tests. The publishers will provide both state and district level results. Thus, it will be possible for a district to give the test and compare the performance of its students with other districts, states, or (in the case of math) other nations. We are actively encouraging every district in every state to test their students in 4th grade reading and 8th grade math.

Why are these sign-ups taking place now?

Many of these districts have been engaged in long-term reform efforts and are anxious to demonstrate that inner-city students can reach the same challenging standards being set for students throughout the nation. Simply put, these urban districts have decided that now is the right time to make a commitment to high standards, accountability, and higher achievement in the basics. The President wants to recognize their commitment and work with these districts to help them succeed.

Are teacher unions in favor of these sign-ups?

Yes, teacher unions and organizations from each of these 15 districts signed on to administer the national tests in their districts. Teachers play a crucial role in getting students ready for high standards. These urban teachers recognize that setting high standards in the basic skills is essential for high achievement -- and that all students, regardless of their socio-economic background, can and will meet our high expectations.

Which states and districts are currently signed up to take the tests?

Governors and state education officials in six states -- Kentucky, Maryland, Massachusetts, Michigan, North Carolina and West Virginia, along with the Department of Defense schools all over the world, have committed to participate in this testing program as soon as it becomes available in 1999. In addition, California State Superintendent of Public Instruction Delaine Eastin has pledged to work to secure California's participation.

The fifteen new districts signing on today are: Atlanta, Broward County (Ft. Lauderdale),

Chicago, Cincinnati, Detroit, El Paso, Fresno, Houston, Long Beach, Los Angeles, New York City, Omaha, Philadelphia, San Antonio, and Seattle.

Why is Detroit also participating in the sign-up, if the state of Michigan has already signed on to give the tests?

Michigan, under the leadership of Governor Engler, has agreed to administer the national tests in reading and math to its 4th and 8th graders. Detroit's school leaders chose to participate in today's event to underscore their commitment to work with other urban districts to help their students reach high national standards in reading and math. We are pleased with the commitment demonstrated by local education leaders in Detroit.

Are we giving up on states?

Absolutely not. We are continuing to actively encourage every state to sign-up so that all districts and States will have the same opportunity as these 15 districts to compare the performance of their students to national and international benchmarks, and to use that information in order to lift student reading and math achievement.

What is the situation in California?

We are pleased that Delaine Eastin, the Superintendent of Public Schools in California, has announced her support for the national tests and her commitment to working to give students throughout the State an opportunity to participate. Her leadership has helped pave the way for three major school districts in California -- Los Angeles, Long Beach, and Fresno -- to join this important effort today. The Governor's Office and State Board of Education have indicated their desire to review the issue of statewide participation. We hope that all relevant policymakers there can reach agreement so that all parents and teachers will have access to this important tool for raising student achievement.

Do we really have these cities lined up? Or is this another situation like California, where top officials are not in agreement to sign-up for the test?

In each of these urban districts, the local school board, superintendent, and local teacher organizations have agreed to administer the voluntary national tests and to work together to help students meet these high standards.

What percentage of students are being reached through these 15 districts that are signing up today?

The students in these districts represent approximately 7% or about 490,000 of the more than 6.7 million 4th and 8th graders in the nation.

Why aren't we making more rapid progress on National Test sign-ups?

Today's event demonstrates that there is nationwide support for participating in the tests, and that we are making steady progress. The Department of Education has been moving forward with the process of developing the test and a contract will be awarded soon. State interest will grow as development work proceeds. Each state or district needs to determine how the national tests can fit into a larger strategy for helping all students reach high standards. We are gratified that today 15 major school districts nationwide have determined that the voluntary tests can help them

improve the skills of their students.

Final

PRESIDENT WILLIAM J. CLINTON
REMARKS FOR NATIONAL ASSOCIATION OF
ELEMENTARY SCHOOL PRINCIPALS
WASHINGTON, DC

JULY 25, 1997

Acknowledgments: Sec. Riley; Rep. Frank Riggs; Rep. Matthew Martinez; Sam Sava [SA-vuh] Executive Director; Yvonne Allen, President; Carole Kennedy, Past President; Jill Eaton, President-elect; the NAESP leadership and membership for early endorsement of "A Call to Action for American Education."

Good morning. I want to start by thanking you for all that you do for America's children. Every year, hundreds of thousands of children arrive on the doorsteps of your schools for the first time, to begin a journey of learning that will hopefully last for a lifetime. Every year, millions of parents place their children in your hands -- and their trust in your ability. And every year, you prove that their trust is well placed.

I believe that our nation's elementary school principals are the linchpin in our crusade to give every American child the best education in the world. When I was Governor of Arkansas, I chaired a task force on school leadership, and we found without question that a good principal makes all the difference in the quality of education a school provides its students. And I have seen proof of that in schools all over the country. Your leadership is critical, and as school enrollments reach record highs -- an estimated 54 million students by the year 2006 -- it will be more important than ever.

Today, I want to talk about why I have placed such emphasis on what you do, and on the priority we must give to education as we prepare for the 21st Century.

EDUCATIONAL STANDARDS

We must begin where our children's formal education begins: in our nation's elementary schools. We must demand excellence from every school and every teacher. We must repair and rebuild our schools, and make sure that they have the advantage of new technology. And we must make sure that our schools are safe and drug-free so that no child ever has to pay more attention to the threat of violence than to the teacher.

But the single most important thing we can do to give our children the world class education they deserve is to insist on high national standards, so that every child in America learns what he or she needs to know to succeed in the new world of the 21st Century.

For too many years, we were unwilling to insist that our schools teach to high national standards, for fear that some of our children could not reach them. We feared that children from disadvantaged backgrounds and struggling communities could not hold their own against more privileged children. And we believed it when we were told that American children would always lag behind the rest of the world on tests against children from other countries.

Last month, we learned how wrong we were when America's 4th graders led the world -- second only to Korea -- in science, and scored well above average in math on the annual TIMMS test. 6 years earlier, 4th graders taking a similar test scored well below average.

These tests prove that we don't have to settle for second class expectations or second class goals for any of our children. But they also show that by the time our children reach the 8th grade, those high test scores drop below the average. That is why we must take action now to raise our expectations and insist on high national standards for all of our children.

When we fail to encourage our children to learn to high standards, we are encouraging them to fail. But when we set high expectations and insist on high standards, there is no end to what our children can achieve. And it is up to every one of us to help them do it.

CITY SCHOOLS ANNOUNCEMENT

In my State of the Union address, I challenged every state and every school to adopt high national standards, and by 1999, to test every 4th grader in reading and every 8th grader in math to make sure those standards are met. These are not federal standards -- they are national standards that every child can meet, in every state and every city in America. After all, reading is reading, and math is math, whether you live in Anchorage or Appalachia. And excellence does not depend on geography.

Since I issued that call governors and education leaders in seven states -- California, North Carolina, Maryland, Massachusetts, Michigan, Kentucky and West Virginia, along with the Department of Defense schools all over the world, have announced their support for national standards and their desire to participate in this testing program as soon as it becomes available in 1999.

Today, I am pleased to announce that fifteen of our largest school districts -- including the schools in six of the seven largest cities in America -- have committed to meet these national standards, and measure the progress of their students against them.

From now on, students in New York, Philadelphia, Atlanta, Broward County, Florida, Cincinnati, Detroit, Chicago, Houston, San Antonio, El Paso, Omaha, Los Angeles, Long Beach, Fresno and Seattle will be held to and measured against the same standards in reading and math. This commitment means that 3.5 million more children -- one out of every 14 public schoolchildren in America -- will be held to world class educational standards in the basics.

I want to commend the superintendents and education leaders who have risen to the challenge of insisting on high standards.

For the first time, you will be able to measure your school districts' progress against other cities, and learn from school districts that are achieving good results. We all know that it won't be easy at first, but if the TIMMS test has shown us anything, it is that given the chance, all of our children can succeed.

Let me issue a further challenge to all of you.

Every school district and every school -- starting with every teacher, principal, school superintendent, and school board member in this room -- must incorporate these results into school and school district report cards.

That way, those who pay for and send their children to our public school can tell where they are succeeding and where they are not.

NATIONAL GOVERNMENT'S ROLE

We in the national government will continue do our part. The balanced budget agreement that we reached with the Congress in May takes Head Start the next step toward our goal of one million children. It will fund the Technology Literacy Challenge to bring us closer to connecting every classroom in America to the Internet. And it will fund the America Reads program and help make one million trained reading tutors available to give extra help to the children who need it most. I urge the Congress to act without delay to fund this program as we agreed to in May.

I am committed to help our nation's principals get the resources they need to do their part. And well-qualified, well-trained teachers, who can teach to high standards and inspire their students to meet those standards may be the most critical resource of all. That is why earlier this month, I announced a new initiative to offer scholarships to people will commit to teach in our hardest pressed communities for at least three years, and I urge Congress to pass this as well.

COLLEGE TAX CUT

As you know, educational excellence must extend throughout a lifetime. You have strongly supported our efforts to open the doors of college wider than ever. And so I briefly want to talk to you about the historic opportunity we now have to pass a balanced budget plan that includes the most substantial investment in education since 1965 -- and the biggest increase in support for college tuition since the GI Bill. We are now negotiating the final details of this plan with Congress, and I look forward to progress in the coming days.

Our balanced budget agreement specifically includes \$35 billion in targeted tax relief to help middle class families raise their children and pay for higher education. But the tax plan released by the Republicans falls far short of that commitment.

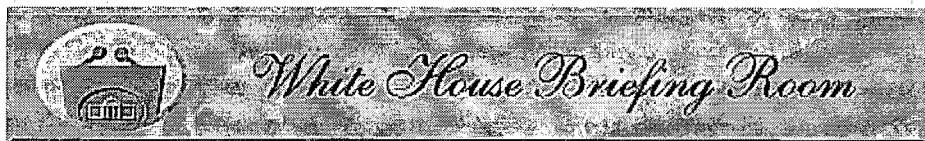
Make no mistake: we should have a tax cut -- and we must make sure that the interests of middle class families are the heart of it. Our tax cut should help families pay for four years of college. It should help working people get training throughout a lifetime. It should help middle class parents raise their children. And it should live within the boundaries of our balanced budget. Anything less does not honor our values or our responsibility to our children's future.

CONCLUSION/HAVE WE DONE ENOUGH?

There is much that the national government can do to help families, and when it comes to education, we know that our success depends on state and local school systems, on superintendents and principals, on teachers and parents. You must have the conviction that every child in America can learn to high standards. You must demand those standards, and insist on tests to make sure they are being met. As we go forward, I want each of you to ask yourselves: have we done enough to help our children reach these standards? Have we done enough to give our children the tools to make the most of their lives? Have we done enough to help prepare America for the 21st Century?

Pearl Buck once said, "if our American way of life fails the child, it fails us all." Today, we are one step closer to making sure that our way of life serves all of our children, and gives them the education they need and deserve. I thank all of you for doing your part.

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July 25, 1997

**REMARKS BY THE PRESIDENT TO THE NATIONAL ASSOCIATION OF
ELEMENTARY SCHOOL PRINCIPALS**

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 25, 1997

REMARKS BY THE PRESIDENT
TO THE NATIONAL ASSOCIATION OF
ELEMENTARY SCHOOL PRINCIPALS

Crystal Gateway Marriott Hotel
Crystal City, Virginia

11:19 A.M. EDT

THE PRESIDENT: Thank you very much. Superintendent Paz; President Allen; my longtime friend, Sam Sava. Thank you, Secretary Riley. I believe the record will reflect when your tenure is over that you have done more for the children of America than any Secretary of Education who ever served. And I thank you. (Applause.)

I want to say, we are joined today by a number of other distinguished education leaders, other superintendents from cities around our country, along with Bob Chase, the President of the NEA; Sandra Feldman, the President of the AFT; Michael Casserley, the Executive Director of the Council of Great City Schools; and Ann Bryant, the Executive Director of the National School Board Association; and my good friend, Mayor Beverly O'Neill, from Long Beach, California; and a lot of superintendents are here. I thank you for joining the elementary school principals and for your support for better education for our children.

I want to begin by thanking the elementary principals for what they do for America's children. Like every parent, I remember very well the first time I sent my child off to school, putting her in the hands of a principal I did not know -- but whom I

came to know and like very well. (Laughter.) Every year hundreds of thousands of children arrive on your doorstep, entrusted to you by their parents. And every year you prove their trust is well-placed.

When I was the Governor of Arkansas, I had the opportunity to co-chair a national task force on school leadership for the education commission of the states. And we found about a decade ago what you have always known, that when it comes to the quality of education in the school it is the principal who makes all the difference.

As school enrollments reach record levels -- up to 54 million by the year 2006 -- and as we move into the 21st century's knowledge economy where learning for a lifetime will be essential to success, your leadership will be more important than ever. And your ability to inspire people and to make them believe that we can achieve educational excellence will be more important than ever.

Beginning with our nation's elementary schools, we have to demand excellence from every school, every teacher, every student. We have to repair and rebuild our schools. We have to make sure they take advantage of the newest technologies. We have to make sure that they are safe and drug-free. We have to make sure that we are supporting promising reforms like charter schools and other initiatives underway in many of your districts. But I believe the single, most important thing we can do to give our children world-

class education is to insist on high national standards, so that we make sure that we've done everything we can to see that every single child learns what he or she knows to succeed in the exciting world of the 21st century.

For too long we've been unwilling to insist on that as a nation, perhaps for fear that some of our children could not reach those standards, perhaps out of a misguided notion that such standards would lead to too much federal government involvement or too much loss of local control.

I believe a lot of Americans have always feared that children from disadvantaged backgrounds and struggling communities just might not be able to hold their own. I believe that too many Americans have thought that, with so much diversity and poverty and family difficulties among our young students, American children would simply always lag behind other countries that had more homogenous, less disruptive cultures and perhaps longer school years.

Still, for more than a decade now, at least since the issuance of "A Nation At Risk" report in 1983 and, indeed, going back some years before, Americans have been working hard, led by their educators and reform-minded public servants to improve our schools, and it is making a difference.

As Secretary Riley said, last month we learned that our fears were wrong when America's 4th graders finished second only to Korea in science in the international math and science tests. They scored well above the average on the annual math tests. Six years earlier, our 4th graders had scored well below the international average. These tests, of course, are not of all of our 4th graders, but they are of a rather large and representative sample of them. And they tested enough of them to prove that we don't have to settle for second-class expectations or second-class goals for any of our children.

They also show, frankly, that by the time our students reach the 8th grade, the high test scores drop back below the international average. I think we all know that the problems our

children face are aggravated in those middle school years when they move into adolescence, and that in many of our communities the structure and organization of the middle school was more adequate to a previous time when a lot of those problems did not exist.

Nonetheless, the 4th grade test proved, number one, that you're doing a good job and, number two, that our kids can do it. And that is, after all, the most important thing. Therefore, I believe it is imperative now to take action and to begin the movement to high national standards for all of our children. When we don't expect or encourage our children to learn we indirectly encourage them to fail. When we set high standards and when we insist on them, there's no end to what our kids can do. You see that every day; you know that better than anyone.

In my State of the Union address I challenged every state and every school to adopt high national standards and by 1999, to actually test all our 4th graders in reading and all our 8th graders in math to make sure the standards are being met. Not federal standards, but national ones -- standards that every child can meet in every city and state in America, and standards that every child must meet if we want every child to be able to live out his or her dreams. After all, national standards are defensible because reading is reading and math is math in Appalachia and in Alaska, and all points in between.

Since I issued that call, education leaders, or governors, or both in seven states -- California, North Carolina, Maryland, Massachusetts, Michigan, Kentucky and West Virginia -- along with our Department of Defense schools all over the world have announced their support for national standards and their desire to participate in the testing program as soon as it becomes available in 1999.

Today, I am pleased to make an announcement that would have been literally unthinkable just a couple of years ago. Fifteen of our largest school districts, including schools in six of the seven largest cities in the United States, have committed to meet these standards and to participate in the tests to measure the progress of their students against them. (Applause.)

Now, I don't know how much news this will be tonight on the news or tomorrow in the papers, but every one of us who has been involved in education -- if I had told them five years ago that the leaders of the school districts in New York, Philadelphia, Atlanta, Broward County, Florida; Cincinnati, Detroit, Chicago, Houston, San Antonio, El Paso, Omaha, Los Angeles, Long Beach, Fresno and Seattle -- that the leaders of these school districts have asked that their students be held to and measured against the same standards in reading and math that we expect our children to meet to have a world-class education, no one would have believed that. Educators know this is an historic, astonishing, wonderful moment in American education. And I thank them for doing that. (Applause.)

This commitment means that 3.5 million more children -- one out of every 14 public school children in America -- will be held to these world-class education standards in the basics. And it means, after the test is given all of them will get better education because we'll all learn from the test results and keep working until we get the results we want in every one of those districts.

I would like to ask the representatives of those 15 school districts who are here to stand up and be recognized -- the superintendents, the teachers, the principals. Thank you very much. (Applause.)

And let me say, the Secretary of Education and I are about to leave to go out to Las Vegas to meet with the governors. Now, if this event had gone on in 1979 or 1980 or 1983 or 1984, the governors would have been the first group out there. And they've been dragging their feet, and don't you believe for a moment that Dick Riley and I aren't going to tell them what we saw at the Elementary School Principals convention. (Applause.)

When we get these results they ought to be incorporated into school and school district report cards, so that parents and taxpayers can see how our kids are doing, but can also measure their progress. Keep in mind -- you all know this and we have to explain this to the citizens and the parents -- these tests are not graded on the curve. If you make the highest grade in the class and it's not high enough, you don't know enough. If you make the lowest grade in the class and you're over the bar, you're at least qualified to do well in the world you will live in. It is very important that we get that message across to our people: we are measuring what is required to succeed in the world our children will live in.

We in the national government will continue to do our part. The balanced budget agreement we reached with Congress, that was voted for overwhelmingly in both Houses by members of both parties, takes Head Start the next step toward our goal of a million children. It will fund the Technology Literacy Challenge to help us participate with the private sector in hooking up every classroom and library to the Internet by the year 2000. It will help to fund America Reads, our program to get a million trained reading tutors available to give extra help to children who need it most, to make sure that all of our 8-year-olds can read independently. I urge Congress to act to implement this program. All told, you should know that if this balanced budget agreement passes, the increase in education funding, federal support for education, will be the largest since 1965. (Applause.)

I also want to emphasize that we know that one of the challenges, especially that a lot of our big-city schools will face is a looming teacher shortage, that we're going to have more students coming in and more teachers retiring. Just last week, I offered a new initiative to provide extra scholarship money modeled on the Federal Health Service Corps, where we pay for medical school costs for doctors who will go out to under-served areas to pay for the education costs of young people who will agree to teach for three years in areas that are especially challenging. And I hope Congress will pass that as well. (Applause.)

Finally, let me mention in regard to the budget that in addition to the support for education from Head Start through high school graduation, this budget takes another huge step toward opening the doors of college education to all Americans. The agreement provided for a tax credit for the first two years of college that would be sufficient to virtually guarantee universal access at least to community college for every high school graduate in the United States, and for every adult who needs to go back to school.

In addition, it provides tax relief for the third and fourth years of college and for graduate school. And that's what we're working on now in these budget negotiations. The agreement provided for that.

The tax plan that the Republicans released a couple of days ago falls far short of the commitment in the agreement. Now, let me say again, I believe we should have a tax cut. We can afford it and still balance the budget, because the budget is now going to

finish this year over 80 percent below what it was when I took office. We've already done over 80 percent of the work in balancing the budget. (Applause.)

But the tax cut has to, first of all, put middle-class families who need the relief most at the heart of its objectives. It should help families to pay for all four years of college and for graduate education. It should help working people get training throughout a lifetime. It should help middle-class parents to raise their children, and equally important, it should keep us within the limits of balancing this budget and keeping it balanced and not having it explode in the out-years.

We have been handicapped severely for years and years and years because we went on a binge of deficit spending in the early '80s that we couldn't break. Now we have done it. You see the results in our economy -- when we have fiscal discipline you have lower interest rates, you have more investment, you have a growing economy. And it's required us to show some restraint here over the last few years, but it's also helped to swell the coffers of state and local government, which fund our schools, primarily because we have a healthy economy. So all of this has to be observed.

I have to tell you that even though there are differences which are clearly and publicly stated between the White House and the Republican leaders and, to some extent, also clearly stated between the Democrats in Congress and others, I think we're going to get this agreement. The negotiators are working even as we speak. And I think we all know that this is a remarkable moment in American history and we have an obligation to balance the budget for the first time since 1969, to keep this economic growth going and to do it in a way that gives us the biggest investment in education in over 30 years -- and I might add, also, the biggest investment in expanding health coverage to our children since 1965. And this is important. (Applause.) That will also help you do your jobs better.

And I want to emphasize that if we pass college benefit provisions as contemplated by the budget agreement, it will be the biggest increase in access to college, federally supported access to college, since the G.I. Bill passed in 1945. This is a very good agreement, a very good agreement. (Applause.)

So this is a day that we celebrate these 15 school districts stepping forward, representing so many of our children, putting the lie to the notion that our children can't meet the high standards because they're from immigrant families or because they're from poor families or because they live in difficult circumstances. We can all make excuses until the cows come home, but in the end, these kids have to get up and live their lives. And we've got to give them a chance to live their lives in the best way possible. And we have done that. We celebrate that. (Applause.) We celebrate that. We live in the expectation of a successful conclusion of these budget negotiations.

But the thing I want to close with is that when you go back to your school, I want you to know that I know that you are leading the fight for the future of our children. More than anybody else, you have to have the conviction that every child can learn to high standards. You have to have the conviction that your teachers can do what they have to do. You have to have the convictions that you can establish the alliances with your parents and your communities that you have to establish. You have to believe that if you demand high standards and have high expectations that our kids

can meet them. You have to believe that we actually can succeed in giving our children the tools they need to make the most of their own lives and to keep our country the great beacon of hope and freedom and opportunity in the 21st century.

Pearl Buck one said that, "if our American way of life fails the child, it fails us all." It follows that if our American way of life supports, ennobles, lifts up our children, it does that for all of us. That is what you do, and I am very grateful.

Thank you, and God bless you. (Applause.)

* * * * *

THE PRESIDENT: -- (in progress) -- a young man, Michael Morrison, a wheelchair-bound student, raised by a single mother who became my friend on that cold November Tuesday in 1992 when it was really cold in New Hampshire. Michael Morrison got up to go to the polls to work for me and his car was broken down, his family car; his mother couldn't take him. And so he wheeled his wheelchair alongside an icy highway for more than two miles to reach the polling place. He is now a college honor student. Don't ever forget what you do makes a difference.

Thank you and God bless you. (Applause.)

END

11:45 A.M. EDT



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Schools press

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News...News...**News...News...****Council of the Great City Schools**

1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004

FOR RELEASE

July 25, 1997 (Embargoed)

DRAFT

CONTACT: Henry Duvall

(202) 393-2427

Major Urban School Systems Step Up to Clinton's Voluntary National Tests

WASHINGTON, July 25—Many of the nation's largest urban public school systems indicated their intent today to participate in President Clinton's voluntary national tests for 4th grade reading and 8th grade math, setting the pace to raise standards and performance in schools everywhere.

President Clinton—flanked by superintendents, school board members and teacher organization heads from some dozen major urban school districts across the country—announced the likely participation of the districts in his testing initiative unveiled during his State of the Union address in February.

The willingness of these districts to participate in the Spring 1999 national testing signaled an important commitment by the nation's major urban public schools to the highest academic standards and to assessing their progress on them. "Urban public schools are driving their own improvement and reform at a pace that should encourage the American public," said Michael Casserly, Executive Director of the Council of the Great City Schools, a coalition of the nation's largest urban school systems, which assisted in organizing today's event.

"Let our presence here today dispel any notion that urban educators are committed to anything but high performance and quality schooling for children in our inner cities," stressed Casserly.

City school systems everywhere are making major efforts to raise standards and improve performance. This year many urban school districts saw test scores increase, for example, in New York City, Chicago, and San Francisco—all the result of higher standards and greater focus on student achievement. In addition, the public is beginning to show greater confidence in these school systems by passing a large number of construction bonds and increased operating levies (e.g., Cleveland, Minneapolis, Oakland, Las Vegas, Los Angeles).

- 2 -

Many Great City Schools across the nation are becoming centers of innovation, collaboration and effort—despite the many challenges they face and the distance they still need to travel. Atlanta's *Teaching All Children to Read* program is a unique partnership of the Atlanta Public Schools and Georgia State University to boost reading achievement. Houston's *MOVE IT MATH* program is an innovative effort in grades K-6 to introduce algebra in the early grades. Chicago has moved aggressively on a number of fronts, including a collaboration—*Teacher for Chicago*—of nine colleges and universities in the metropolitan area to recruit, train and retain high quality teachers.

The New York City Schools are pursuing a relentless campaign to reduce school size and boost academic standards of students. The Philadelphia Public Schools are pursuing one of the most ambitious systemic reform programs in the nation, *Children Achieving*. And El Paso's *Focus on First Graders* program works to build academic success for early grade students coming from low-income families.

7 Should these school systems pursue the new National Tests, some half-million 4th and 8th grade students from the districts appearing with the President today would be assessed, 20% of whom would be limited English proficient and 66% free and reduced price lunch eligible—rates over twice the national averages.

"Attaining the standards measured by the yet-to-be developed tests, however, will require a substantial commitment by the American public to urban children," added Casserly. "Our urban children deserve the same opportunities for a bright future as any other child, no matter where they live in this nation."

"America needs to invest in urban public education—the federal government, states, parents, and business," noted Casserly.

Following the announcement with President Clinton, the urban school leaders met with senior Administration officials to review draft features of the tests and to discuss issues about test implementation and use.

Participating in today's event were school leaders from New York City, El Paso, Chicago, Los Angeles, San Antonio, Philadelphia, Omaha, Atlanta, Cincinnati, Broward County (Ft. Lauderdale), Houston, Long Beach, Seattle and Detroit.

The Council of the Great City Schools is a coalition of some 50 of the nation's largest urban public school systems working to improve the quality of public education in the nation's major cities.

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Characteristics of Selected Great City Schools (1996-97)

District	Superintendent	Total Enrollment	4th Grade Enrollment	8th Grade Enrollment	% Free and Reduced Lunch Eligible*	% Limited English Proficiency (Eligible)*
Atlanta	Benjamin Canada	57,545	4,829	4,002	79.7%	1.7%
Broward	Frank Petruzielo	218,576	17,402	15,736	39.7%	7.9%
Chicago	Paul Vallas	403,504	30,833	27,779	83.2%	15.4%
Cincinnati	J. Michael Brandt	48,482	3,762	3,929	63.0%	0.4%
Detroit	David Snead	178,132	15,095	12,357	68.0%	3.3%
El Paso	Stan Paz	64,605	4,640	4,533	67.0%	32.0%
Houston	Rod Paige	209,375	16,959	13,609	65.0%	28.2%
Long Beach	Carl Cohn	83,408	6,646	5,714	64.0%	36.6%
Los Angeles	Ruben Zacharias	667,624	52,825	43,039	72.3%	46.0%
New York City	Rudolph Crew	1,075,752	74,129	67,729	61.8%	15.5%
Omaha	John Mackiel	44,761	3,245	3,308	52.0%	3.5%
Philadelphia	David Hornbeck	217,383	16,031	14,066	78.6%	4.4%
San Antonio	Diana Lam	60,679	4,848	4,259	92.0%	16.0%
Seattle	John Stanford	47,075	3,807	3,223	42.7%	20.4%
Totals		3,376,901	255,051	223,283	66.4%	16.5%

Analysis

The selected districts serve 2,269,848 students who are eligible for free and reduced lunch, as well as 696,437 students who are eligible for LEP services.

CGCS Avg. LEP for Targeted Districts: 16.5%

National LEP Avg.: 7.3%¹

CGCS Avg. F&R Lunch for Targeted Districts: 66.4%

National Child Poverty Rate: 20.0%²

End Notes:

*The LEP and Free/Reduced Lunch (F&R) Data are all based on percentage of total enrollment. Bold data are from the 1995-96 school year.

¹ National Clearinghouse for Bilingual Education, 1996

² Children's Defense Fund, 1997

Talking Points

Great City Schools

1. Introductions

myself,

- chance to meet many of you earlier today at the Marriott
- chance to talk with many of you on the phone leading up to today

Jack Gibbons Science Advisor to President and director of office of science and technology polic -- and deeply involved in our education efforts particularly as they affect math and science

Gerry Tirozzi--assistant secretary of elementary and secondary education

Luther Williams--

[expect to meet for an hour and a quarter--or longer--depending upon your interest and schedule

Hoped to arrange a WH tour for you -- but President is doing another event there this afternoon, so we got bumped

Hope we can make best of this room.

2. This has been a fantastic and very important day -- "historic, astonishing, wonderful moment in American education"

- Thank all of you in each of the cities who have made the commitment and taken the steps to be here today
- Very special thanks to Mike Casserly and his whole staff at Great City Schools. Today literally would not have happened if not for their work, and for their very close working relationship with us. If we work any more closely together, the Council will have to become a federal agency.

3. Our purpose in this meeting is to begin to explore the question -- now that you have put your necks on the line, how do we in the federal government help you?

- Most of what federal government can do to help you in education is provide funds, and you already receive formula funds from ED and most of you are in or applying for USI funds from NSF -- so there is no new pot of funds to distribute
- As the President indicated, we are working very hard to expand the amount of funds available in future years, and to create new ones targeted to urban areas--Teacher recruitment and preparation announced last week. We will continue to look for ways to

do this

- I also know that there are issues specific to the tests and how they will be developed and administered that are of concern to you, and we can help by trying to address your concerns. I know about issue of testing LEP students is one of those, and I hope you will share your ideas on that this afternoon
- We have also worked to identify other resources that can be of help to you, from ED and NSF: (1) Technical assistance; (2) High Quality Materials; (3) Networks and other resources for helping to involve parents and communities; and (4) other resources to support systemic change

What we want to do this afternoon

1. --briefly explore with you the resources we think we bring to the table, as a way of beginning our discussion together -- you may have ideas of what we ought to put on the table but haven't thought about

--ask you to identify one person from each district to be a contact person for your district--who can communicate with superintendent, board members, teachers organization, others in the system as appropriate and has a broad overview of the issues; -- get the name to Missy Kincaid--address, etc. on resource sheet in packet

-- plan on working with these folks to best identify where we can be most helpful;

--anticipate continuing the dialogue as efficiently as possible -- especially capitalizing on meetings that working level people will already attend--ED regional meetings for IASA; NSF USI meetings

2. Also hear any other issues you want to put on the table and discuss

Start, asking Jack to say a few words (new pictures from Mars?)

Then Tirozzi and Luther



Voluntary National Tests in Reading and Math A Strategy to Master the Basics and Reach High Standards

Tonight, I issue a challenge to the nation: Every state should adopt high national standards, and by 1999, every state should test every 4th grader in reading and every 8th grader in math to make sure these standards are met.

President Clinton, State of the Union Address, February 4, 1997

STRONG SCHOOLS WITH CLEAR STANDARDS OF ACHIEVEMENT AND DISCIPLINE ARE ESSENTIAL TO OUR CHILDREN AND SOCIETY. These standards are needed to help instill the skills, American values, and encouragement for hard work that our children need to succeed in school and in life. Toward that end we must establish meaningful standards for what students should be expected to learn and achieve in the basic subjects of reading and mathematics.

A CHALLENGE TO PARENTS, TEACHERS, AND SCHOOLS TO MAKE SURE THAT EVERY STUDENT MASTERS THE BASICS IN READING AND MATHEMATICS.

Reading well by grade 4 and mastering mathematics -- including the foundations of algebra and geometry -- by grade 8 are the gateways for further learning and achievement. Research shows that students who fail to learn to read English well by the end of grade 3 are at greater risk of dropping out and facing diminished success in school and life. Students who fail to master the basics of mathematics by the end of grade 8 do not have the foundation to take tough mathematics and science courses in high school which in turn prepare them for college and better jobs.

While our students have been making progress in reading and mathematics, we are not yet where we need to be as a nation. According to the National Assessment of Educational Progress (NAEP), 40 percent of our 4th grade students do not reach the "basic" achievement level. In the Third International Mathematics and Science Study (TIMSS), U.S. 4th graders score above average in math and science. However, our 8th graders score below the international average in mathematics, and only 5 percent of U.S. eighth grade students score in the top 10 percent internationally.

RIGOROUS VOLUNTARY NATIONAL TESTS IN 4TH GRADE READING AND 8TH GRADE MATHEMATICS. Parents need to know that students have mastered the basics no matter where they live or move in this country. And they have the right to know how well their children are doing compared with students in other schools, states, and countries. To help give parents this information, the U.S. Department of Education is offering every state and school district the opportunity to use voluntary national tests of 4th grade reading and 8th grade mathematics, beginning in 1999. These rigorous tests will provide parents, for the first time, scores for individual students, measured against widely accepted national and international standards of excellence. They will give states, local communities, teachers and parents the kind of accurate information they need to help students master basic and advanced skills and strengthen academic performance.

- more -

NATIONAL EFFORT TO IMPROVE THE ODDS FOR STUDENTS. Schools and communities are already working hard at educational improvement; they are committed to parent involvement, getting technology into the classroom, and ensuring a trained and dedicated teacher in every classroom. The federal government provides funding to states and communities to support these efforts. But these efforts cannot be fully effective unless parents, schools and communities are aiming at clear, high standards of achievement. That is why these national tests are already spurring a renewed nation-wide effort to support school improvement and strengthen student achievement in these core subjects. Reading and literacy groups are coming together to improve reading. The mathematics and science community, engineers and business leaders are working to improve mathematics teaching and learning. To assist parents, teachers, principals and communities in using the tests effectively, the U.S. Department of Education, the National Science Foundation and others are developing a tool chest that includes information for parents and teachers on how to prepare to meet these high standards, how to use test results to improve education, and what high standards in reading and mathematics look like. As part of this effort, every year the entire test (along with answers, scoring guides, and other materials) will be released to the public and available on the Internet so that students, parents, and teachers can know what is expected for students to reach standards of excellence.

TESTS BASED ON WIDELY RECOGNIZED NATIONAL STANDARDS. The tests will be modeled on the NAEP in 4th grade reading and 8th grade mathematics. The NAEP tests are based on widely accepted standards developed by parents, teachers, reading and mathematics specialists, curriculum specialists, and researchers. The NAEP standards reflect a national consensus of what students should know and be able to do when they reach these crucial stages of learning.

TOOLS FOR PARENTS; GUIDES FOR SCHOOLS AND COMMUNITIES. The current NAEP is designed to assess how well a sample of students across the entire nation and individual states perform in reading and mathematics. A very small percentage of students participate in NAEP, and no parents know how their own children do on this test. In contrast, the voluntary national tests will provide students, parents, and teachers with meaningful scores to compare individual student performance to widely accepted national and international standards and to identify students and schools that need extra help. These standard measures of excellence will help parents hold schools accountable for improved performance, help teachers and principals improve curriculum and instruction, and give students a guide for charting their own progress.

DEVELOPMENT AND ADMINISTRATION OF THE TESTS. The U.S. Department of Education will contract with independent test developers to produce the new tests, which will be available for the first time in the spring of 1999 and updated each year. Guidance for test development will come from the most successful mathematics and reading teachers, parents, governors, and local and state education, civic and business leaders. Individual test scores will *not* be collected by the federal government; states and local school districts will decide how to use the data. Each test will require approximately 90 minutes of total testing time. States and school districts can administer the tests as part of their local testing programs.

For more information, visit our web site at <http://www.ed.gov/nationaltests>

July 23, 1997

FREQUENTLY ASKED QUESTIONS ON ACHIEVING HIGH STANDARDS AND THE VOLUNTARY NATIONAL TESTS

Parents want the best for their children no matter where they live. They want their children to learn the basics. They want safe, disciplined, drug-free schools. They want quality teachers and the opportunity to be involved in their schools. They want their children prepared to be able to go on to college. To help reach these goals, President Clinton in his State of the Union address issued a 10 point call to action for American education to enlist parents, teachers, students, business leaders, local and state officials in this effort to make sure that Americans have the best education in the world. Setting rigorous national standards with voluntary national tests in 4th grade in reading and 8th grade in mathematics is a key part of the agenda.

What are the voluntary national tests? The voluntary national tests are two tests - one for 4th grade reading in English and the other for 8th grade mathematics -- which are currently being developed. These new tests will be based on the widely respected National Assessment of Educational Progress (NAEP) in which 43 states currently participate.

What is the purpose of the voluntary national tests? The voluntary national tests are a way to improve student learning. They are tools to give parents, teachers, and policy makers new information on how students are performing academically. The tests will provide parents and teachers with individual scores for their students and children as they relate to challenging national and, in the case of mathematics, international standards -- important information that parents and teachers don't have now. Parents and teachers can use information from the tests to help improve instruction and achievement. This information can help mobilize the country around the importance of making sure all children master the basics of reading and math.

When will the tests be given? The tests will be given annually by states and local school districts beginning in the spring of 1999. Field tests will be given in the spring of 1998 and sample tests will be available to students, parents, teachers and the general public in the fall of 1998.

How are the voluntary national tests different from other tests? The voluntary national tests are different from other standardized tests by providing new information to parents and teachers about individual student achievement as measured against national and international standards. Although the new tests will be based on NAEP, NAEP scores are derived from a random sampling of students that provides a general picture of how states are performing. The voluntary national tests on the other hand will produce individual student scores -- critical information parents and teachers do not currently have through the NAEP program.

Why 4th grade reading? 4th grade is a critical turning point for students' progress in reading. Children spend the first three years of grade school learning how to read, so they can spend the rest of their years reading to learn. If students can't read English well by the 4th grade, then they will have difficulty learning mathematics, science, and other subjects.

Why 8th grade math? 8th grade math is also a critical academic turning point. At that point, students need to have mastered the basics of math -- including the foundations of algebra and geometry -- so they are prepared to go on and take the advanced math and science courses they need for college and good jobs and careers. International research shows that most other industrialized nations introduce their students to algebra and geometry much earlier than the United States.

What about other grades or other subjects? Research shows that 4th grade reading and 8th grade math are two critical points. Students must meet a certain level of proficiency in those grades in those subjects as they are the basic tools for other subjects. There is national consensus about what children should be able to read in the 4th grade and do in math at the 8th grade. That is why we are focused on these subjects at these grades.

What accommodations can be made for Limited English Proficiency (LEP) students?

The Department of Education is developing a set of accommodations that will support the inclusion of LEP students in the tests. Some of these accommodations require further research. These suggested accommodations include: accommodations offered to students in usual test situations (e.g. short breaks, extended time, one-on-one testing, small group sessions, help with test directions but not items), bilingual versions (math test), oral reading of test items in English (math test), and glossaries (math test).

What future changes in the test can we anticipate to accommodate LEP students? The Department is also planning to undertake research on the assessment of LEP students. The focus of investigation will be: At what point does testing in a second language yield meaningful results? What accommodations are appropriate for LEP students? What role does assessment in the native language play in high stakes assessment? And we will listen to ideas for other ways to meet the needs of LEP students.

How will parents who have limited English use the tests? In partnership with community organizations, the Department of Education will develop strategies to help language minority parents use the tests as tools for improvement. These strategies include dissemination information about the tests in languages other than English used in the community, checklists that parents can use to determine if their school is preparing students for high standards, and technical assistance to school districts.

Why is a bilingual version of the math test being offered, but the reading test is only being given in English? The math test will be offered as a bilingual test (English on one page and Spanish on the other) because the purpose of the test is to assess students' math skills, not their English skills. There are many children at the 8th grade level who have limited English proficiency but who can learn advanced math and should be asked to show what math they know. We are providing a bilingual math test in Spanish and English because Spanish is the most common language other than English among students. The reading test will only be given in English because developing the ability to read in English is a basic skill that every child has to have to succeed in American schools and society. A bilingual test would not measure a student's English competency.

Will non-public schools be able to participate? Yes, non-public schools will be able to participate in the same way states and districts will. The non-public schools will have to show that they comply with non-discrimination statutes in enrollment and ensure that all 4th grade students and/or 8th grade students participate. Home schooled children will be able to take the exam when the tests (along with answers, scoring guides and other materials) are released on the Internet.

How can parents help children achieve high standards? Over thirty years of research shows that family involvement in children's learning is critical to their child's success. Every parent can help, from the first days of a child's life -- singing and reading and talking to them about everyday events. Parents can assist in their children's academic progress by being active in school activities, staying in regular contact with their teachers, giving them a place to do homework and making sure that they do it.

What materials will the U.S. Department of Education provide to help teachers and parents? To help parents and teachers assist their students in meeting high academic standards, materials including a sample test and supplementary booklet of example questions will be available to schools, libraries, and other educational institutions as well as on the Internet. Each year beginning in 1999, the entire tests along with scoring guides and other items will be available. The Department is also working with business and local leaders to build and strengthen ways the whole community can assist students in this challenge. Information explaining the test content frameworks and performance standards, providing sample items with examples of student work and scoring rubrics, strategies for professional development based on assessment items and information about promising programs and additional resources will be widely disseminated. These materials will help teachers and administrators interpret test results and use them for instructional purposes to improve teaching and learning in math and reading.

What if a child doesn't do well on these tests? The voluntary national tests are being developed so that parents and teachers get accurate information about how students are doing in relation to challenging national and international standards. These tests, along with state and local tests, will help parents and teachers know which children and schools need help and what help they need. If a student or school is found to have shortcomings on the tests, teachers and parents must work together to provide the help that is needed. This could include steps such as a careful diagnosis of the areas of difficulty the student is encountering, and providing the student with extra help or tutoring tailored to meet those needs. It might include summer school or extra help after school or on weekends.

Will the federal government collect individual student test scores? No. The federal government will not collect individual student scores. States and local districts may collect such information and will determine how the individual scores will be used, subject to privacy requirements that specify that individual student scores must remain confidential.

How long will the tests be and what will they look like? The tests will be approximately 90 minutes each, but extended time may be allowed for all students. Approximately half of the test time will be designated for multiple choice items which make up approximately 80 percent of the test, and the other half for extended response items.

Who is developing these tests? Expert teachers, administrators, parents, policy makers, and business and community leaders are currently serving on committees that are developing the blueprint for the voluntary national tests. The U.S. Department of Education will contract with a testing company to develop the tests based on the guidelines created by the committees. Additionally, a series of meetings is being held with to discuss strategies for improving reading and math education for all children and how the tests will assist students in meeting this challenge.

How will the tests be reported? It is essential that the tests be reported in such a way that is clear, understandable, and useful to parents and teachers. The test publishers will provide state and district level results to the states and districts. States and local districts will "own" the results of the tests and will determine how to use the individual results. Guidelines will be provided so that parents and teachers get accurate information that is helpful in understanding their student, school, district and state's performance.

Will the mathematics test cover the basic skills of math or will they reflect the so-called "whole math" in which the basics are ignored? The voluntary national math test will expect students to master the basic skills in math. In addition, it will also expect that students master much more challenging material. In fact, the recently released Third International Math and Science Study results for our fourth graders demonstrates that our students measure up to international standards quite well in areas of basic computation. The area in which we do less well is in grades 5-8, when students should be moving beyond arithmetic and into geometry, algebra, and measurement. The voluntary national math test will be based on these tough, demanding standards.

On the voluntary national math test students will be asked to find the correct answer to each problem. On some questions students will also be asked to show their work and justify their answers. This is because in many situations, both in math and in life, there is more than one way of arriving at the right answer. Good math teaching encourages students to look at math problems from multiple perspectives and to understand the different methods that can be used to arrive at a correct conclusion.

For more information, please visit our web site at <http://www.ed.gov/nationaltests>.

July 24, 1997

TEST DEVELOPMENT, ADMINISTRATION, AND OUTREACH

DEVELOPMENT

The Voluntary National Tests will be based on the National Assessment of Educational Progress (NAEP), commonly referred to as the nation's report card. The NAEP reading and math tests are based on widely accepted content standards developed by local teachers, reading and math specialists, parents and researchers that reflect a national consensus on what students should know and be able to do when they reach the 4th grade in reading and 8th grade in mathematics. Although the new tests will be based on NAEP, NAEP is an assessment of a random sampling of student achievement which gives an indication of how states and districts are achieving, whereas the voluntary tests will produce individual student scores -- critical information parents and teachers do not currently have through the NAEP program.

The U.S. Department of Education has contracted with the Council of Chief State School Officers and MPR Inc., an educational consulting firm, to establish four committees to develop blueprints for the tests based on NAEP. The committees are the National Test Panel, the Technical Advisory Group, the Reading Committee, and the Math Committee. The committee members are expert teachers, administrators, parents, policy makers, and business and community leaders. All of their meetings are open to the public, and transcripts are available on the Internet.

The U.S. Department of Education will contract with independent test developers to produce the tests based on the guidelines created by the committees. After 1999, new tests will be available each year, keeping the content of the tests current. Sample tests will be available in 1998 for students, parents, and teachers to help prepare for the first administration in 1999.

ADMINISTRATION

Test companies will be awarded contracts by the U.S. Department of Education to offer the tests to states, districts, and private schools. These companies will be responsible for printing the tests, distributing them to schools, training the test administrators, scoring the tests and reporting the results to states and districts. The companies may wish to offer the tests as part of their own testing packages.

After the tests are administered, the tests, answers, scoring guides and other supporting material will be released to parents, teachers, the education community, and the general public on the Internet.

The costs to administer, score, and report the results of the tests will be comparable to those for other tests that states and local districts use. Based on other comparable tests, we estimate this cost to be \$10 - \$12 per student. The President's 1998 budget will include funding to reimburse the testing companies that will work with states and school districts to administer the tests in 1999 and funding will possibly be included in subsequent years.

CURRENT OUTREACH ACTIVITIES

A series of public hearings and meetings have been held to discuss strategies for improving reading and math education for all children and how the tests will provide important new information to assist students, parents, and teachers meet this challenge.

In addition to open meetings, the reading and math committees are holding public hearings on issues particular to each of the tests where the general public has the opportunity to testify or submit written testimony. Parents, teachers, administrators, as well as community and business leaders have attended these hearings.

For more information, please visit our web site at <http://www.ed.gov/nationaltests>.

July 23, 1997

WHAT DO WE MEAN BY READING INDEPENDENTLY?

At the end of third grade, students are expected to be able to read well and independently. This means that they should have mastered the basics of reading to the point that they can easily change the letters on the page into words, the words into sentences, and the sentences into ideas. To measure this at the 4th grade level the voluntary national test of reading will be based on the National Assessment of Educational Progress (NAEP) framework. The NAEP framework identifies three standards of performance—basic, proficient, and advanced.

BASIC. At the 4th grade, a child who is at the basic level can recognize most, if not all, of the words on the page, understand the questions being asked, and identify important relevant information. NAEP defines the basic level in the following way: "The student demonstrates partial mastery of the prerequisite knowledge and skills that are fundamental for proficient work at each grade."

PROFICIENT. At the 4th grade, a child who is proficient can read fluently (quickly recognizing the words on the page), summarize the passage, pick out specific information, add other information about the topic to what is read in order to answer questions, and describe the ways the author presented the information (giving examples, presenting a chronology, creating metaphors, etc.) According to NAEP, proficient students are described as follows: "The student can do solid academic performance for each grade assessed. The student demonstrates competency with challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter."

ADVANCED. At the 4th grade, a child who is advanced can not only read fluently and do everything the proficient reader does, but can also provide a more detailed and thoughtful explanation. According to the NAEP definition of advanced, "The student demonstrates superior performance."

MEETING NATIONAL STANDARDS IN FOURTH GRADE READING: HOW AMERICA IS DOING. According to the 1994 NAEP 4th grade reading exam, American students are not reading as well as they should. The information listed below shows the percentage of students achieving at each of the NAEP standards of performance.

Below Basic	40%
Basic	30%
Proficient	23%
Advanced	7%

QUESTION FORMAT. To reach these achievement levels on NAEP, students must read an entire story, article, or textbook selection and answer thought-provoking questions designed to tap their understanding of the passage, the question, and information from outside sources. There are three question formats—multiple choice, short constructed response, and extended constructed response. Student achievement levels are based on consistency of performance across the three formats.

This example used from E. B. White's *Charlotte's Web* typifies what students at the 4th grade should be expected to do as independent readers.

**A Sample Passage
from
Charlotte's Web by E. B. White**

Having promised Wilbur that she would save his life, she was determined to keep her promise. Charlotte was naturally patient. She knew from experience that if she waited long enough, a fly would come to her web; and she felt sure that if she thought long enough about Wilbur's problem, an idea would come to her mind. Finally, one morning toward the middle of July, the idea came. "Why how perfectly simple!" she said to herself. "The way to save Wilbur's life is to play a trick on Zuckerman. If I can fool a bug," thought Charlotte, "I can surely fool a man. People are not as smart as bugs."

A Sample Question based on the NAEP Framework

Based on this paragraph, how would you describe Charlotte to a friend? Include evidence from the passage to support your description.

BASIC: Students at the basic level would be able to list characteristics that are described in the paragraph. For example they might write any of the following traits to describe Charlotte:

keeps her promise
patient
confident
clever, smart

PROFICIENT: Students at the proficient level might list one or more of the above characteristics and make reference to a particular sentence in the passage. For example, they might write:

Charlotte works hard to keep her promise. At the beginning of the paragraph she made a promise to Wilbur and by the end of the paragraph she figured out how to do it.
Charlotte was going to play a trick on Zuckerman.

ADVANCED: Students at the advanced level would include more than one characteristic and provide a more thoughtful and detailed explanation. For example, they might write:

Charlotte was a loyal friend who kept her word. She was also very clever. In this paragraph Charlotte thinks about how she can keep her promise to save Wilbur's life by tricking Zuckerman. Her idea gives her, the small spider, a way to outsmart Zuckerman who is much larger than she is.

Amanda Clement: The Umpire in a Skirt Marilyn Kratz

It was a hot Sunday afternoon in Hawarden, a small town in western Iowa. Amanda Clement was sixteen years old. She sat quietly in the grandstand with her mother, but she imagined herself right out there on the baseball diamond with the players. Back home in Hudson, South Dakota, her brother Hank and his friends often asked her to umpire games. Sometimes she was even allowed to play first base.

Today, Mandy, as she was called, could only sit and watch Hank pitch for Renville against Hawarden. The year was 1904, and girls were not supposed to participate in sports. But when the umpire for the preliminary game between two local teams didn't arrive, Hank asked Mandy to make the calls.

Mrs. Clement didn't want her daughter to umpire a public event, but at last Hank and Mandy persuaded her to give her consent. Mandy eagerly took her position behind the pitcher's mound. Because only one umpire was used in those days, she had to call plays on the four bases as well as strikes and balls.

Mandy was five feet ten inches tall and looked very impressive as she accurately called the plays. She did so well that the players for the big game asked her to umpire for them—with pay!

Mrs. Clement was shocked at that idea. But Mandy finally persuaded her mother to allow her to do it. Amanda Clement became the first paid woman baseball umpire on record.

Mandy's fame spread quickly. Before long, she was umpiring games in North and South Dakota, Iowa, Minnesota, and Nebraska. Flyers sent out to announce upcoming games, called Mandy the "World Champion Woman Umpire." Her uniform was a long blue skirt, a black necktie, and a white blouse with UMPS stenciled across the front. Mandy kept her long dark hair tucked inside a peaked cap. She commanded respect and attention—players

never said, "Kill the umpire!" They argued more politely asking, "Beg your pardon, Miss Umpire, but wasn't that one a bit high?"

Mandy is recognized in the Baseball Hall of Fame in Cooperstown, New York; the Women's Sports Hall of Fame; and the Women's Sports Foundation in San Francisco, California. In 1912 she held the world record for a women throwing a baseball: 279 feet.

Mandy's earnings for her work as an umpire came in especially handy. She put herself through college and became a teacher and coach, organizing teams and encouraging athletes wherever she lived. Mandy died in 1971. People who knew her remember her for her work as an umpire, teacher, and coach, and because she loved helping people as much as she loved sports.

Source: "Amanda Clement: The Umpire in a Skirt" by Marilyn Kratz, Copyright 1987 by Carus Corporation. Reprinted by permission.

Sample NAEP Questions on Amanda Clement: The Umpire in a Skirt

Multiple choice item

The information in the passage is presented mainly by

- A. comparing Mandy to other umpires
- B. discussing important events in Mandy's life
- C. describing the game of baseball
- D. providing details about life in the early 1900s

Answer: The correct answer is B. discussing important events in Mandy's life.
(49% of students answered correctly)

Short constructed response items (scored as acceptable or unacceptable)

What was Hank's role in Mandy's early career? (42% wrote acceptable answers)

Hank asked Mandy to umpire his game first. When people saw how good she was, they wanted her to umpire their games till Mandy was famous.

Extended constructed response items (scored as unsatisfactory, partial, essential or extensive)

If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know.

Partial: shows some understanding of the passage and the question but does not provide all the necessary information or evidence. (83% wrote partial or better answers)

I would ask her how it felt to be the first woman baseball player, to help other people go into sports and no matter what anybody said just to keep on going.

Essential: demonstrates understanding of the passage and question while providing all required information. (33% wrote essential or better answers)

Why did you like being umpire? It would be important, because we wouldn't know why she liked being umpire, when girls weren't supposed to play sports. Unless somebody asked her that question, we would never find out.

Extensive: demonstrates a richer understanding of the passage, the context, and relevant information from other sources. (2% wrote extensive answers)

I would ask if Mandy had a hard time with other people because she was a girl and participated in sports. The answer would be important because I do not think it was fair that girls did not play sports like baseball, hockey, basketball, and football a long time ago. Also it would be important because somebody else's answer would probably be different from Mandy's.

WHAT DO WE MEAN BY CHALLENGING MATH?

By the end of eighth grade, students should be learning algebra, geometry, probability and estimation and using the basic skills of addition, subtraction, multiplication and division to solve problems. Students should be able to use the basics to solve more complex problems requiring multiple steps.

The items below illustrate the type of mathematics that 8th graders should be expected to understand. When noted, items are taken from the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS).

SAMPLE ITEMS:

The Fuel Tank

Question: A car has a fuel tank that holds 15 gallons of fuel. The car consumes 5 gallons of fuel for every 100 miles driven. A trip of 250 miles was started with a full tank of fuel. How much fuel remained in the tank at the end of the trip?

- | | |
|-----------------|-----------------|
| A. 2.5 gallons | C. 17.5 gallons |
| B. 12.5 gallons | D. 5.0 gallons |

Answer: A. 2.5 gallons

Mathematics Tested

This question requires students to understand numbers in context and to use logical thinking and basic arithmetic and fractions and decimals to determine the answer. Responding correctly requires a two step analysis: first determining how much fuel was used, and then how much remains.

Many U.S. eighth-grade students have difficulty with multi-step problems. They often use a single-step approach which yields an incorrect answer. This use of single-step strategies may be due to a less-than-thoughtful approach to problem-solving, an inability to deal with more than one condition in a context, or poorly developed reading skills. In answering this problem, many American students would be likely to choose B as the correct answer the amount of fuel used rather than the amount remaining.

Using arithmetic in two step solutions is a commonly used skill necessary for tasks as diverse as comparison shopping and budgeting.

Results

Percentage of students answering correctly a similar TIMSS item:

United States:	34%
Korea:	50%
Singapore:	70%

Area of a Rectangle (TIMSS)

Question: The length of a rectangle is 6 cm and its perimeter is 16 cm. What is the area of the rectangle in square centimeters?

Answer: The area of the rectangle is 12 square centimeters.

Mathematics Tested

This geometry problem requires students to understand the properties of rectangles and the important concepts of perimeter and area. These fundamental concepts of geometry and measurement are skills needed by all citizens for every day tasks such as home improvement as well as for a wide variety of careers such as carpentry, architecture and engineering. The problem also requires students to do two step problem-solving: first finding the width of the rectangle from the information given and then determining the area of the rectangle from its length and width.

International Results

Singapore	86%
Korea	66%
Japan	65%
International Average	40%
U.S.	22%

Treena's Budget (NAEP 1992)

Question: This question requires you to show all work and explain your answer. Your answer should be clear enough so that another person could read it and understand your answer.

Treena won a 7-day scholarship worth \$1000 to the Pro Shot Basketball Camp. Round-trip expenses to the camp are \$335 by air or \$125 by train. At the camp she must choose between a week of individual instruction at \$60 per day or a week of group instruction at \$40 per day. Treena's food and other expenses are fixed at \$45 per day. If she does not plan to spend any money other than scholarship, what are all choices of travel and instruction plans that she could afford to make? Explain your reasoning.

Answer: A correct solution to this question shows what the three possible options are and includes supporting work for each option. An example of a correct solution is attached.

Mathematics Tested

This question requires students to understand the meaning of numbers in context and use everyday logic to develop the choices Treena has for travel and instruction plans within her budget. Students must also determine what arithmetic processes to use to determine the cost of each choice and then to use basic arithmetic to compare the total cost for each alternative, compare the costs to her total budget, and determine how many choices fit her budget.

Identifying relevant numerical information and then using it in multi-step problem-solving is essential to real life activities such as creating a family budget or a small business plan.

U.S. National Results

Percent of students able to identify all 3 correct budget options:	2%
Percent of students able to identify 1 or 2 correct budget options:	17%
Percent of students able to identify <u>no</u> correct budget options:	81%

Treena's Budget: The correct solution indicates what the three possible options are and includes supporting work for each option.

$$\begin{array}{r}
 1000 \\
 - 325 \\
 \hline
 675 \\
 - 280 \\
 \hline
 395 \\
 - 315 \\
 \hline
 80 \\
 \hline
 80
 \end{array}$$

$$\begin{array}{r}
 1. \quad 1000 \\
 - 325 \\
 \hline
 675 \\
 - 280 \\
 \hline
 395 \\
 - 315 \\
 \hline
 80
 \end{array}$$

$$\begin{array}{r}
 40 \\
 27 \\
 \hline
 67
 \end{array}$$

$$\begin{array}{r}
 2. \quad 1000 \\
 - 125 \\
 \hline
 875 \\
 - 280 \\
 \hline
 595 \\
 - 315 \\
 \hline
 280
 \end{array}$$

$$\begin{array}{r}
 3. \quad 1000 \\
 - 125 \\
 \hline
 875 \\
 - 420 \\
 \hline
 455 \\
 - 315 \\
 \hline
 140
 \end{array}$$

1. take air, group, food
2. train, group, food
3. train, individual, food



UNITED STATES DEPARTMENT OF EDUCATION
NATIONAL SCIENCE FOUNDATION



**Resources for Urban School Districts to
Reach High Standards in Reading and Mathematics**

Introduction

President Clinton's State of the Union address in January and subsequent "Call-to-Action for American Education" outlined several national priorities in education. Two key priorities are that all students be able to read independently and well by the end of third grade and master challenging mathematics (including the foundations of algebra and geometry) by the end of eighth grade. The Department of Education is supporting voluntary national tests in 4th grade reading and 8th grade mathematics as part of a comprehensive strategy to help students master the basics and reach high standards in these two subjects.

The Department of Education can assist urban districts in a number of ways as they work to raise the overall academic achievement of their students. For example, the Department provides urban districts with formula grant funding (such as Title I and Eisenhower) to support improved achievement in the core academic subjects, including reading and mathematics. In addition, the Department of Education and the National Science Foundation provide targeted support to help urban districts meet the challenging content embodied in the voluntary national tests. Below are some of the key targeted supports available from the two agencies.

Technical Assistance

What is currently available:

- *Comprehensive Technical Assistance Centers.* The Improving America's Schools Act of 1994, which amended the Elementary and Secondary Education Act, created comprehensive, regional technical assistance centers to support coordinated and improved implementation of federally funded elementary and secondary programs.

Mathematics

- *Eisenhower Regional Consortia.* The 10 Regional Consortia can provide assistance to urban districts including: 1) developing packages of high-quality materials to support improvement efforts; 2) assisting district needs assessment groups; 3) brokering other sources of technical assistance, training and curriculum; and 4) helping a district team in analyzing results of the test.

What is being developed:

Reading

- *Reading Center.* The Department of Education has dedicated \$2.5 million to launch a new reading center to research and disseminate best practices. This center will focus its research on the intersection of schooling and family and ways to promote literacy.

High-Quality Materials

What is currently available:

Reading

- *READ*WRITE*NOW! Information Packet.* This manual, entitled *Just Add Kids: A Resource Directory of Learning Partners, Reading Sites, and Other Literacy Organizations that Serve Children and Their Families*, provides information on sources of reading help for children including literacy organizations, volunteer tutor programs, and federal programs.
- *READ*WRITE*NOW! Basic Kit.* Drawing on the best research, as well as successful experiences of teachers, librarians, and families, reading experts developed this kit to increase and maintain reading achievement and reading skills of all children - including those with disabilities - during the summer.
- *READY*SET*READ Activity Guide for Families and Caregivers.* This activity guide provides ideas families and caregivers can use to help young children learn about language with age-appropriate activities.
- *Simple Things You Can Do To Help America's Children Read Well and Independently by the End of Third Grade.* This guide provides helpful suggestions for parents, schools, librarians, grandparents, seniors, concerned citizens, community-based organizations, universities, employers and the media on how each group can work to improve literacy in their community.
- *How to Set Up a Reading Consortium.* This booklet, developed by the International Reading Association (IRA), provides suggestions to communities on how to set up a collaborative reading program.

Mathematics

- *Mathematics: Eisenhower National Clearinghouse (ENC).* The National Clearinghouse provides high quality K-12 mathematics education materials (including print, audio, video, multimedia, kits, and Internet sites) to schools and districts.
- *Third International Mathematics and Science Study (TIMSS) Resource Kit.* This resource kit gives district and school administrators and teachers information from TIMSS that can help with practical decisions about setting high standards, selecting challenging curricula and instructional materials, and can encourage effective teaching practices. The Department of Education will be providing training in how to use the materials in September.

- *The Eddie Files.* The series of videotapes uses real-world mathematics and science to help 3rd through 6th grade students develop the ability to think mathematically and to see the connections between mathematics and the world outside the classroom.

What is being developed:

Reading

- *Lexile Framework and Checkpoints for Progress In Reading and Writing For Families and Communities and Teachers and Learning Partners.* These documents provide guidelines on the skills a child should be expected to demonstrate at each developmental stage and provide tips on how to help children attain these skills.
- *National Academy of Sciences (NAS).* NAS will publish a study this fall which provides examples and information about successful model reading programs.

Mathematics

- *Supporting effective teacher preparation and professional development.* Two guides will highlight promising practices and provide strategies and tools for improving existing mathematics teacher preparation and professional development programs.
- *Guide to promising and exemplary curricula.* An expert panel is identifying promising and exemplary mathematics programs and instructional materials.

Involving Parents and the Community

What is currently available:

Reading

- *READ*WRITE*NOW! pilot sites.* This summer America Reads: READ*WRITE*NOW! reached 1.5 million children in 14 pilot sites. These programs extend learning time for students who receive one-on-one reading assistance. The Department of Education has materials on how to start-up a READ*WRITE*NOW site, and can work with urban districts to help set up pilot sites.
- *America Reads Federal College Work Study (FCWS) program.* To date, 579 colleges and universities have signed on to participate in the America Reads Federal College Work Study program. The Department of Education waives the matching requirements for FCWS students of colleges and universities that sign on to the program. Students at these schools will be able to participate in the FCWS program by tutoring in local literacy programs which will increase the capacity of these programs to serve children's reading needs during after-school hours.

What is being developed:

- *21st Century Community Learning Centers.* The Department of Education has requested \$50 million to provide after-school, weekend, and summer learning opportunities for participating children. By uniting parents, caregivers, principals, teachers, and community groups in partnership, community learning centers can help students excel in mathematics and reading, maximize resources by coordinating efforts, and gain the advantages of shared expertise and experience.

Reading

- *The America Reads Challenge Summer 1998 program.* In the summer of 1998, the America Reads Challenge will expand its summer reading programs with the hopes of having at least one site in each state.
- *The America Reads Legislation.* Currently, legislation is pending that would allocate \$260 million in year 1 (the President's proposed legislation requests \$2.75 billion over 5 years) to support tutoring efforts in communities across the country. The grants would be awarded to cover expenses for reading specialists and tutor coordinators who would help train and mobilize tutors at each site. Additionally, communities would be eligible to apply for funds that supported programs that assist parents in literacy training during early childhood.

Mathematics

- *Public activity (conversation) about middle school mathematics.* Fun, high quality, regularly released and highly public mathematics problems that students will enjoy doing with adult coaches and that will engage families, businesses and volunteers in helping students meet high standards will be developed.

Technology

What is currently available:

- *Technology Innovation Challenge Grants.* This program supports collaboration between educators, local businesses, and community organizations to develop innovative, high-quality applications of technology, with an emphasis on improving access for disadvantaged students.
- *Star Schools.* These grants support partnerships among educational and telecommunications agencies, and demonstrate the use of distance learning technologies to improve instruction, create learning opportunities, and serve disadvantaged students.

- *Regional Technology Education Consortia (RTEC)*. These six regional consortia provide technical advice and training to educators about the use of advanced technologies to improve teaching and student achievement.

Mathematics

- *Telecommunications Demonstration Project (PBS Mathline)*. A series of video lessons for elementary and secondary school teachers based on the National Council of Teachers of Mathematics (NCTM) professional teaching standards is the basis for a year-long Internet-based professional development program.

What is being developed:

- *On-line instructional materials*. Federal Internet-based education resources (instructional materials, primary documents and more) are being linked to a single Web page, along with search tools, that will make the various learning resources from dozens of federal agencies easy to find.

National Science Foundation Support for Systemic Change

- *Urban Systemic Initiative*. The Urban Systemic Initiative (USI) program is limited to the cities with the largest number of school-age children (ages 5 to 17) living in poverty, as determined by the 1990 census. USI is designed to spur local officials and the public to undertake a comprehensive and sustained reform of their entire approach to education - from curriculum to class scheduling to teacher professional development - by first overhauling mathematics and science teaching.

The goals are: 1) to improve the scientific and mathematical literacy of all children in urban communities; 2) to prepare all students for lives of economic independence and personal satisfaction; and 3) to enable a significantly greater number of these children to consider and pursue careers in mathematics, science and technology.

The USI coalition serves a national communications network to exchange innovations, share strategies and discuss common problems. Through the coalition, the USI districts will: 1) develop and implement curriculums based on national standards for mathematics and science education; 2) provide standards-based teacher professional development; 3) strive to make examinations a more accurate gauge of learning and more compatible with standards-based teaching; 4) infuse computers and other technologies into classroom teaching; and 5) increase accountability to the public for achieving reform goals.

Understanding the High Standards Embodied in the Voluntary National Tests

What is being developed:

- *Materials for parents and community members.* Materials explaining the goals and content of the voluntary national tests and how the tests can be an important element of an effort to improve the odds for student achievement are being developed for parents, teachers, community members and the general public.
- *Newsletters and other publications for teachers and administrators.* Information explaining the test content frameworks and performance standards, providing sample items with examples of student work and scoring rubrics, strategies for professional development based on assessment items and information about promising programs and additional resources will be widely disseminated.
- *Materials to interpret test results.* These materials will help teachers and administrators interpret test results and use them for instructional purposes to improve teaching and learning in math and reading.

Further Information

For further information about any of the programs mentioned above, please call:

- Department of Education 1-800-USA-LEARN, <http://www.ed.gov>
- National Science Foundation (703) 306-1234, <http://www.nsf.gov>

For specific information on reading, mathematics, or voluntary national test efforts within the Department of Education:

<u>Reading</u>	Carol Rasco, Director, America Reads Challenge, (202) 401-8888, carol_rasco@ed.gov Ann O'Leary, (202) 401-2993 or ann_o'leary@ed.gov
<u>Mathematics</u>	Judy Wurtzel, Director, Mathematics Initiative, (202) 401-3389, judy_wurtzel@ed.gov John Luczak, (202) 205-7848 or john_luczak@ed.gov
<u>Voluntary National Test</u>	Missy Kincaid, Director of Communications, (202) 219-2042, missy_kincaid@ed.gov

Resources for Urban School Districts to Reach High Standards in Reading and Mathematics

Introduction

President Clinton's fifth State of the Union address and subsequent "Call-to-Action for American Education" outlined several national priorities. Two of those priorities are that all students be able to read independently and well by the end of third grade and master challenging mathematics (including the foundations of algebra and geometry) by the end of eighth grade. The Department of Education is supporting voluntary national tests in 4th grade reading and 8th grade mathematics as part of a comprehensive strategy to help students master the basics and reach high standards in these two subjects.

The Department of Education can assist urban districts in a number of ways as they work to raise the academic achievement of their students. For example, the Department provides urban districts with formula grant funding to support improved achievement in the core academic subjects, including reading and mathematics. The newly enacted technology E-rate (information in packet) will enable many more urban schools to connect to the Information Superhighway. In addition, the Department of Education and the National Science Foundation provide targeted support to help urban districts meet the challenging content embodied in the voluntary national tests. Below are some of the key supports available from the two agencies:

Technical Assistance

What is currently available:

Comprehensive Technical Assistance Centers. The Improving America's Schools Act of 1994, which amended the Elementary and Secondary Education Act, created comprehensive, regional technical assistance centers to support coordinated and improved implementation of elementary and secondary programs.

Mathematics: Eisenhower Regional Consortia. The 10 Regional Consortia can provide assistance to urban districts including: 1) developing packages of high-quality materials that would be helpful to districts; 2) providing assistance to district needs assessment groups; 3) brokering assistance with other sources of technical assistance, training and curriculum; and 4) assisting a district team in analyzing results of the test.

What is being developed:

Reading Center. The Department of Education has dedicated \$2.5 million to launch a new reading center to research and disseminate best practices. This center will focus its research on the intersection of schooling and family and ways to promote literacy.

High-Quality Materials and Professional Development

What is currently available:

READ*WRITE*NOW! Information Packet. This manual, entitled *Just Add Kids: A Resource Directory of Learning Partners, Reading Sites, and Other Literacy Organizations that Serve Children and Their Families*, provides information on sources of reading help for children including literacy organizations, volunteer tutor programs, and federal programs.

Lexile Framework and Checkpoints for Progress In Reading and Writing For Families and Communities and Teachers and Learning Partners. These documents provide guidelines on the skills a child should be expected to demonstrate at each developmental stage and provides tips on how to help children attain these skills..

Simple Things You Can Do To Help America's Children Read Well and Independently By the End of Third Grade. This guide provides helpful suggestions for parents, schools, librarians, grandparents, seniors, concerned citizens, community-based organizations, universities, employers and the media on how each group can work to improve literacy in their community.

READY*SET*READ Activity Guides for Families and Caregivers. These activity guides provide ideas families and caregivers can use to help young children learn about language with age-appropriate activities.

READ*WRITE*NOW! Basic Kit. Drawing on the best research, as well as successful experiences of teachers, librarians, and families, reading experts developed this kit to increase and maintain reading achievement and reading skills of all children - including those with disabilities - during the summer. It offers ideas on how a learning partner can engage all children in educational activities and it encourages all children to pledge to read and write 30 minutes a day, five days a week.

How to Set Up a Reading Consortium. This booklet, developed by the International Reading Association, provides suggestions to communities on how to set up a collaborative reading program.

Mathematics: Eisenhower National Clearinghouse (ENC). The National Clearinghouse provides high quality K-12 mathematics education materials (including print, audio, video, multimedia, kits, and Internet sites) to schools and districts.

TIMSS Resource Kit. This resource kit gives district and school administrators and teachers information from TIMSS that can help with practical decisions about setting high standards, selecting challenging curricula and instructional materials, and can encourage effective teaching practices.

The Eddie Files. The series of videotapes uses real-world mathematics and science to help 3rd through 6th grade students develop the ability to think mathematically and to see the connections

between mathematics and the world outside the classroom.

What is being developed:

Reading: National Academy of Science (NAS). NAS will publish a study this fall which provides examples and information about successful model reading programs.

Mathematics: Guide to promising and exemplary curricula. An expert panel is identifying promising and exemplary mathematics programs and instructional materials.

Supporting effective teacher preparation and professional development. Two guides will highlight promising practices and provide strategies and tools for improving existing mathematics teacher preparation and professional development programs.

Support for Mobilization

What is currently available:

Reading: READ*WRITE*NOW! pilot sites. This summer America Reads: READ*WRITE*NOW! reached 1.5 million children in 14 pilot sites. These programs extend learning time for students who receive one-on-one reading assistance. The President's Coalition for America Reads will meet next week to discuss ways to expand this program through developing literacy coalitions in cities and urban centers across the Nation. The Department of Education has materials on how to start-up a READ*WRITE*NOW site.

America Reads Federal College Work Study program. To date, 579 colleges and universities have signed on to participate in the America Reads Federal College Work Study program. The Department of Education waives the matching requirements for FWCS students of colleges and universities that sign on to the program. Students at these schools will be able participate in the Federal College Work Study program by tutoring in local literacy programs which will increase the capacity of these programs to serve children's reading needs during after-school hours.

What is being developed:

21st Century Community Learning Centers. The focus of this program will be to provide after-school, weekend, and summer learning opportunities for participating children. By uniting parents, caregivers, principals, teachers, and community groups in partnership, Centers can help students excel in mathematics and reading, maximize resources by coordinating efforts, and gain the advantages of shared expertise and experience.

Reading: The America Reads Challenge Summer 1998 program. In the summer of 1998, the America Reads Challenge will expand its summer reading programs with the hopes of having at least one site in each state.

The America Reads Legislation. Currently, legislation is pending that would allocate \$260 million in year 1 (the President's proposed legislation requests \$2.75 billion over 5 years) to support tutoring efforts in communities across the county. The grants would be awarded to cover expenses for reading specialists and tutor coordinators who would help train and mobilize tutors at each site. Additionally, communities would be eligible to apply for funds that supported programs that assisted parents in literacy training during early childhood.

Mathematics: Problems-of-the-week. Fun, high quality, highly public mathematics problems-of-the-week that students will enjoy doing with adult coaches and that will engage families, businesses and volunteers in helping students meet high standards will be developed.

Technology

What is currently available:

Technology Innovation Challenge Grants. This program supports collaboration between educators, local businesses, and community organizations to develop innovative, high-quality applications of technology, with an emphasis on improving access for disadvantaged students.

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Mathematics: Telecommunications Demonstration Project (PBS Mathline). A series of video lessons for elementary and secondary school teachers based on the NCTM professional teaching standards is the basis for a year-long Internet-based professional development program.

What is being developed:

On-line instructional materials. Federal Internet-based education resources (instructional materials, primary documents and more) are being linked to one Web page, along with search tools, that will make the various learning resources from dozens of federal agencies easy to find.

Gateway to Educational Materials (GEM). GEM will make it possible for teachers and others to type a subject and grade level into a search screen and receive links to teaching ideas, lesson plans, and other instructional materials from a broad range of participating Web sites, including non-federal organizations.

Understanding the High Standards Embodied in the National Tests

What is being developed:

Materials for parents and community members. Materials explaining the goals and content of the voluntary national tests and how the tests can be an important element of an effort to improve the odds for student achievement are being developed for community members.

Newsletters and other publications for teachers and administrators. Information explaining the test content frameworks and performance standards, providing sample items with examples of student work and scoring rubrics expectations, strategies for professional development based on assessment items and information about promising programs and additional resources will be widely disseminated.

Materials to interpret test results. These materials will help teachers and administrators interpret test results and use them for instructional purposes to improve teaching and learning in math and reading.

For Further Information

Reading: Carol Rasco, Director, America Reads Challenge, (202) 401-8888
Ann O'Leary, (202) 401-2993 or ann_o'leary@ed.gov

Mathematics: Judy Wurtzel, Director, Mathematics Initiative, (202) 401-3389
John Luczak, (202) 205-7848 or john_luczak@ed.gov

ATTRACTING AND PREPARING TOMORROW'S TEACHERS: INVESTING IN QUALITY FOR THE 21ST CENTURY

To have the best schools, we must have the best teachers...and, we should challenge more of our finest young people to consider teaching as a career.

-- President Clinton, 1997 State of the Union Address

Today President Clinton proposed a \$350 million initiative to attract talented people of all backgrounds into teaching at low-income schools across the nation, and to dramatically improve the quality of training and preparation given to our future teachers. This new initiative will help bring nearly 35,000 outstanding new teachers into high-poverty schools in urban and rural areas over the next five years. In addition, it will upgrade the quality of teacher preparation at institutions of higher education that work in partnership with local schools in inner city and poor rural areas. The President's initiative will help recruit and prepare teachers nationwide to help our neediest students succeed in the 21st century.

A NATIONAL CHALLENGE: RECRUITING AND PREPARING THE BEST TEACHERS FOR THE CLASSROOMS THAT NEED THEM THE MOST.

Nationally, two million teachers must be hired over the next decade to accommodate rapidly growing student enrollment and an aging teaching force. The most severe shortages will occur in high-poverty urban and rural schools, which must hire 350,000 teachers over the next five years.

Urban and rural schools serving high percentages of poor students face especially serious challenges in their teaching forces, with many teachers arriving without the qualifications or preparation needed to succeed and with high rates of attrition. In urban districts, up to 50% of teachers leave the profession within the first five years. In high poverty schools across the U.S., one-third of students take math from teachers with neither a major nor a minor in mathematics. Meeting our national challenge requires providing a sufficient number of well-prepared teachers to fill the expected vacancies in urban and rural schools.

MEETING THE CHALLENGE: RECRUITING NEW TEACHERS INTO HIGH- POVERTY SCHOOLS AND IMPROVING THEIR PREPARATION

Teaching Fellowships to Help Talented People from All Backgrounds Teach in High-Poverty Schools. The President's initiative will provide five-year competitive grants to institutions of higher education with high-quality teacher preparation programs, in partnership with local schools and others, to offer scholarships and other support to prepare prospective teachers who commit to teach in under served urban or rural schools for at least 3 years. Scholarships could cover costs of tuition, room, board, and other expenses of completing the teacher preparation program -- as well as some costs of mentorship or additional preparation for scholarship recipients in their first two years of teaching. The President's proposal will help recruit nearly 35,000 teachers over five years, meeting nearly 10% of the need for new teachers in high poverty urban and rural communities.

Scholarships for young people and adults making a career change into teaching . Eligible scholarship recipients would include undergraduate and graduate students, former military personnel, education paraprofessionals or teacher aides desiring full teacher certification, and other mid-career professionals looking to enter into the teaching profession.

A commitment to bringing outstanding new teachers into high-poverty schools . Eligibility would be limited to those making a commitment to teach in high-poverty schools for at least three years. Scholarship recipients who do not complete the full three years would repay the institution of higher education from which they received their teaching credentials.

Support for Institutions of Higher Education to Strengthen Preparation of Future

Teachers in High-Poverty Schools The initiative will provide competitive five-year grants to 10-15 national lighthouse models of excellence -- institutions of higher education that operate the highest quality teacher education programs. Each institution receiving a lighthouse grant will use a majority of these resources to help 8-15 other institutions of higher education improve their teacher preparation programs, helping to improve the preparation of future teachers at 150 institutions of higher education across the nation. These institutions must place a large number of graduates in high-poverty urban or rural schools.

Drawing on research and best practices, and holding institutions of higher education accountable for performance. Grant recipients would use the most proven and effective strategies, such as: forging strong links between schools of education and their universities' departments of arts and science, providing future teachers with mentors and structured opportunities for teaching in elementary and secondary school classrooms, and incorporating the use of educational technology into teacher preparation. Continuation grants will be given to institutions making demonstrable progress toward clearly defined objectives.



U.S. DEPARTMENT OF EDUCATION

Fact Sheet: An E-Rate Update from the U.S. Department of Education Providing Schools and Libraries Affordable Access to the Information Superhighway

What Is the E-Rate?

The Education Rate (E-Rate) is the result of a regulatory decision made by the Federal Communications Commission (FCC) on May 7, 1997. The FCC decision means that starting in 1998, schools and libraries will be *eligible* for up to \$2.25 billion a year in *discounts* for a wide range of telecommunication *services*.

Who's Eligible?

- *Public Schools.* All K-12 elementary and secondary schools.
- *Private Schools.* Are eligible as long as they are non-profit and with endowments not exceeding \$50 million.
- *Libraries* are also eligible. This includes individual library branches, library facilities, library systems and library consortia.

What Services Are Available?

- *Internet Access*
- *Internal Connections—Bringing the Technology into the Learning Environment:*
Basic installation of networks necessary to bring information all the way into the school, the library, and classrooms.
- *Telecommunication Services:*
Flexibility to choose among different types of commercially available telecommunications services for both voice and data. Examples include: regular telephone lines for teachers to receive phone calls in the classroom, pagers for security officials, high bandwidth telecommunications service for Internet access, and satellite services for distance learning.

What's Not Covered?

- Computers for teachers and students, fax machines, modems, software, professional development and asbestos removal. Resale of discounted services is prohibited. The Department of Education has two programs that fund the acquisition of computers, software, and professional development. These grant programs are the Technology Literacy Challenge Fund and the Technology Innovation Challenge Grants.

How Much Money Is Available in Discounts?

- Up to \$2.25 billion per year will be available from the Universal Service Fund. Schools and libraries will not receive these funds directly, instead you will realize the savings in the form of discounts and service providers will be reimbursed for discounted services provided.

What Are the Discounts and How Are They Determined?

- Discounts range from 20-90 percent based on economic disadvantage and geographic location. Economic need is determined by eligibility for the Free or Reduced Price Lunch Program.

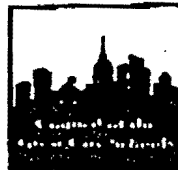
How Do We Get Ready to Apply?

Although the Fund will not be available until January 1, 1998, there are several things you can begin to do to get ready:

- Develop a plan for technology in your school and library. Begin by checking with your State Education Agency.
- Conduct a needs assessments—undertake an inventory of technology and capacity in your schools and libraries.
- Seek advice from experts and other communities that have experience in implementing technology for education.

Where Can I Learn More About the E-Rate?

- Call the U.S. Department of Education toll-free at (800) USA-LEARN or visit our World Wide Web site at:
www.ed.gov/technology
- Call the Federal Communications Commission toll-free at (888) CALL-FCC or visit their World Wide Web Site at:
www.fcc.gov/learnnet



Characteristics of Selected Great City Schools (1996-97)

District	Superintendent	Total Enrollment	4th Grade Enrollment	8th Grade Enrollment	% Free and Reduced Lunch Eligible*	% Limited English Proficiency Eligible*
Atlanta	Benjamin Canada	57,545	4,829	4,002	79.7%	1.7%
Broward	Frank Petruzielo	218,576	17,402	15,736	39.7%	7.9%
Chicago	Paul Vallas	403,504	30,833	27,779	83.2%	15.4%
Cincinnati	J. Michael Brandt	48,482	3,762	3,929	63.0%	0.4%
Detroit	David Sneed	178,132	15,095	12,357	68.0%	3.3%
El Paso	Stan Paz	64,605	4,640	4,533	67.0%	32.0%
Fresno	Carlos Garcia	77,777	6,425	5,598	71.1%	33.4%
Houston	Rod Paige	209,375	16,959	13,609	65.0%	28.2%
Long Beach	Carl Cohn	83,408	6,646	5,714	64.0%	36.6%
Los Angeles	Ruben Zacharias	667,624	52,825	43,039	72.3%	46.0%
New York City	Rudolph Crew	1,075,752	74,129	67,729	61.8%	15.5%
Omaha	John Mackiel	44,761	3,245	3,308	52.0%	3.5%
Philadelphia	David Hornbeck	217,383	16,031	14,066	78.6%	4.4%
San Antonio	Diana Lam	60,679	4,848	4,259	92.0%	16.0%
Seattle	John Stanford	47,075	3,807	3,223	42.7%	20.4%
Totals		3,454,678	261,476	228,881	66.7%	17.6%

Analysis

The selected districts serve 2,325,664 students who are eligible for free and reduced lunch, as well as 722,384 students who are eligible for LEP services.

CGCS Avg. LEP for Targeted Districts: 17.6%

National LEP Avg.: 7.3%¹

CGCS Avg. F&R Lunch for Targeted Districts: 66.7%

National Child Poverty Rate: 20.0%²

End Notes :

*The LEP and Free/Reduced Lunch (F&R) Data are all based on percentage of total enrollment. Bold data are from the 1995-96 school year.

¹ National Clearinghouse for Bilingual Education, 1996

² Children's Defense Fund, 1997

Kentucky

1.4

655,265

V. Va

65

314,383

Mayh

1.8

772,638

Michaz

3.6

1,599,377

Mans

2.1

877,726

McAl

2.6

1,133,231

12.15

5

352,608

3.5

176

8,852,610

Fresh

64 170 855

8,681,765

3 283 142

340991

5

176

126

8.6 ml H

413.4

19.8

City + State - 8.6 million kid) K-1
19.82 FM

Stk 5.3

City 2.5
2.8

- 2

8.6

RK 170

Table 92.—Enrollment of the 130 largest public school districts: Fall 1994

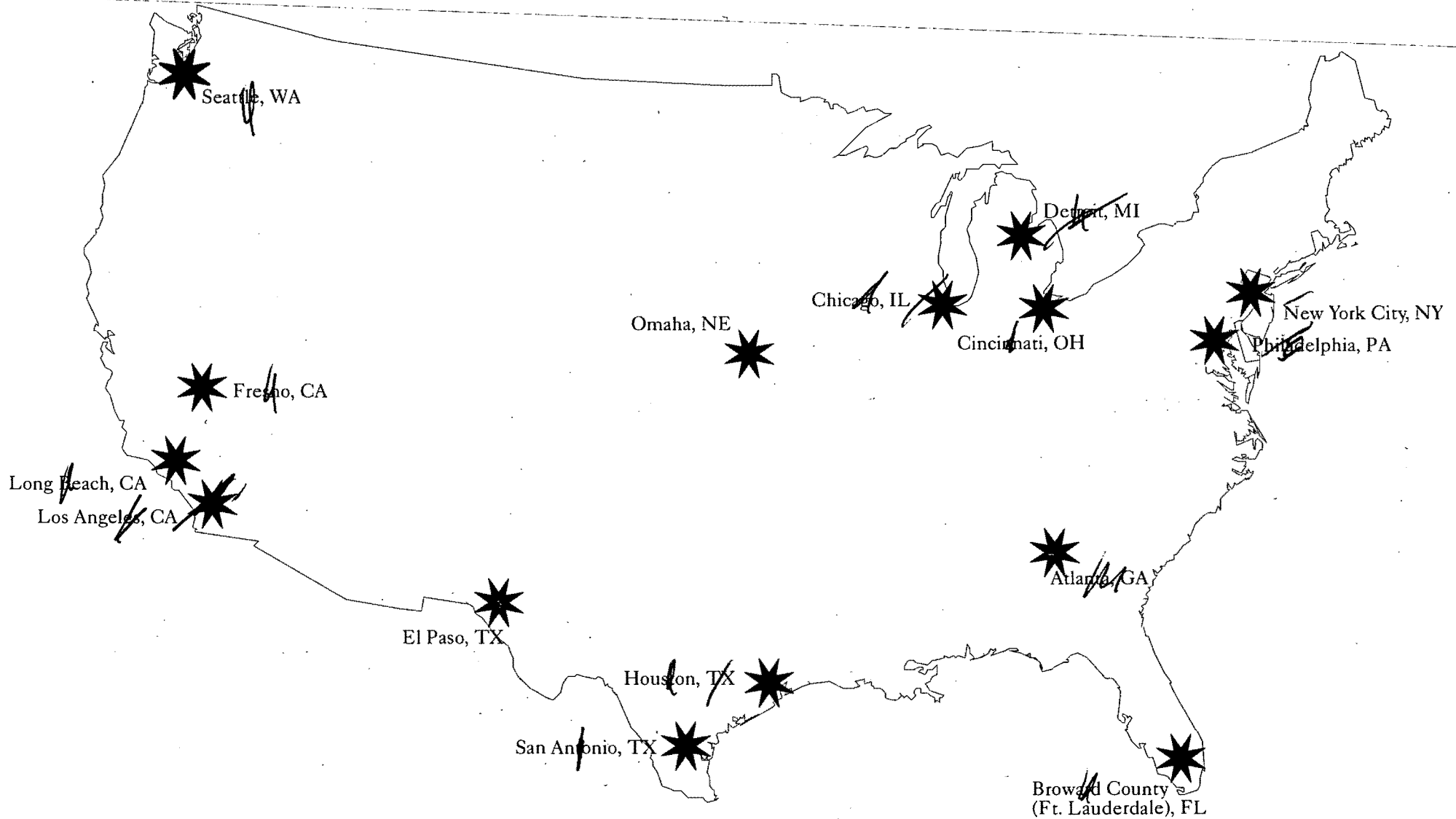
Name of school district	State	Rank order ¹	Enrollment, fall 1994	Name of school district	State	Rank order ¹	Enrollment, fall 1994
1	2	3	4	1	2	3	4
New York City	N.Y.	1	1,022,534	Fulton County	Ga.	66	53,143
Los Angeles Unified	Calif.	2	632,973	Cincinnati City	Ohio	67	52,852
City of Chicago Schools	Ill.	3	407,241	Knox County	Tenn.	68	52,285
Dade County	Fla.	4	321,615	Oakland Unified	Calif.	69	51,706
Philadelphia City	Penn.	5	208,710	Arlington	Texas	70	50,293
Houston	Texas	6	202,149	Cumberland County	N.C.	71	49,995
Broward County	Fla.	7	199,255	Caddo Parish	La.	72	49,609
Hawaii	Hawaii	8	183,869	Lee County	Fla.	73	49,413
Detroit City	Mich.	9	170,855	Cypress-Fairbanks	Texas	74	49,364
Clark County	Nev.	10	156,348	Sacramento City Unified	Calif.	75	49,282
Dallas ISD	Texas	11	145,019	Santa Ana Unified	Calif.	76	48,870
Hillsborough County	Fla.	12	138,575	Chesterfield County	Va.	77	48,050
Fairfax County	Va.	13	137,646	Anchorage	Alaska	78	47,655
San Diego City Unified	Calif.	14	128,555	Buffalo City	N.Y.	79	47,595
Palm Beach County	Fla.	15	127,519	Ysleta	Texas	80	47,572
Duval County	Fla.	16	121,362	San Juan Unified	Calif.	81	47,080
Orange County	Fla.	17	118,666	Seattle	Wash.	82	46,565
Prince George's County	Md.	18	118,478	Newark City	N.J.	83	46,541
Montgomery County	Md.	19	117,082	Indianapolis	Ind.	84	46,038
Baltimore City	Md.	20	113,428	Wichita	Kansas	85	46,002
Memphis City	Tenn.	21	108,643	Washoe County	Nevada	86	45,752
Pinellas County	Fla.	22	102,170	Prince William County	Va.	87	45,675
Baltimore County	Md.	23	99,231	Minneapolis	Minn.	88	45,187
Milwaukee	Wisc.	24	98,009	Escambia County	Fla.	89	44,765
Jefferson County	Ky.	25	93,407	Charleston County	S.C.	90	44,669
Albuquerque	N.M.	26	89,001	San Bernardino City Unified	Calif.	91	44,250
Orleans Parish	La.	27	86,028	Shelby County	Tenn.	92	43,843
Charlotte-Mecklenburg	N.C.	28	86,023	Aldine	Texas	93	43,818
Jefferson County	Colo.	29	84,018	Omaha	Nebr.	94	43,577
DeKalb County	Ga.	30	83,722	North East	Texas	95	43,484
Cobb County	Ga.	31	80,479	Fort Bend	Texas	96	43,115
District of Columbia	D.C.	32	80,450	Garland	Texas	97	42,433
Gwinnett County	Ga.	33	80,220	Garden Grove Unified	Calif.	98	42,423
Granite District	Utah	34	78,590	Alpine District	Utah	99	42,014
Long Beach Unified	Calif.	35	78,127	Corpus Christi	Texas	100	41,902
Fresno Unified	Calif.	36	77,023	Birmingham City	Ala.	101	41,839
Wake County Schools	N.C.	37	76,922	St. Louis City	Mo.	102	41,054
Virginia Beach City	Va.	38	75,926	Tulsa	Okla.	103	40,801
Cleveland City	Ohio	39	73,803	St. Paul	Minn.	104	40,732
Austin	Texas	40	73,191	Jefferson County	Ala.	105	40,422
Fort Worth	Texas	41	72,342	Pasco County	Fla.	106	40,114
Nashville-Davidson County	Tenn.	42	71,574	Brownsville	Texas	107	40,111
Polk County	Fla.	43	71,297	Pittsburgh	Penn.	108	39,716
Jordan District	Utah	44	70,761	Forsyth County	N.C.	109	39,554
Anne Arundel County	Md.	45	70,588	Pasadena	Texas	110	39,189
Mesa Unified	Ariz.	46	69,160	Clayton County	Ga.	111	39,149
Columbus City	Ohio	47	65,809	Okla City	Okla.	112	39,053
El Paso	Texas	48	64,880	Toledo City	Ohio	113	39,021
Mobile County	Ala.	49	64,645	Anoka-Hennepin	Minn.	114	38,344
Brevard County	Fla.	50	64,595	Kansas City	Mo.	115	36,598
Denver County	Colo.	51	62,773	Norfolk City	Va.	116	36,479
Tucson Unified District	Ariz.	52	62,624	Plano	Texas	117	36,426
Boston	Mass.	53	61,489	Howard County	Md.	118	36,125
East Baton Rouge Parish	La.	54	61,460	Rochester City	N.Y.	119	36,080
San Francisco Unified	Calif.	55	61,340	Harford County	Md.	120	35,956
San Antonio	Texas	56	60,419	Henrico County	Va.	121	35,934
Atlanta City	Ga.	57	59,560	Richmond County	Ga.	122	35,918
Davis District	Utah	58	58,122	Chatham County	Ga.	123	35,442
Jefferson Parish	La.	59	56,790	Montgomery County	Ala.	124	34,746
Northside	Texas	60	56,117	Cherry Creek	Colo.	125	34,714
Guilford County	N.C.	61	55,688	Alief	Texas	126	34,680
Volusia County	Fla.	62	55,530	Riverside Unified	Calif.	127	34,662
Portland	Oreg.	63	54,849	Calcasieu Parish	La.	128	34,487
Greenville County	S.C.	64	54,064	Mt. Diablo Unified	Calif.	129	34,410
Seminole County	Fla.	65	53,366	Chesapeake City	Va.	130	34,130

¹ Public school districts ranked by size of enrollment in fall 1994.
ISD=Independent School District.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey. (This table was prepared September 1996.)

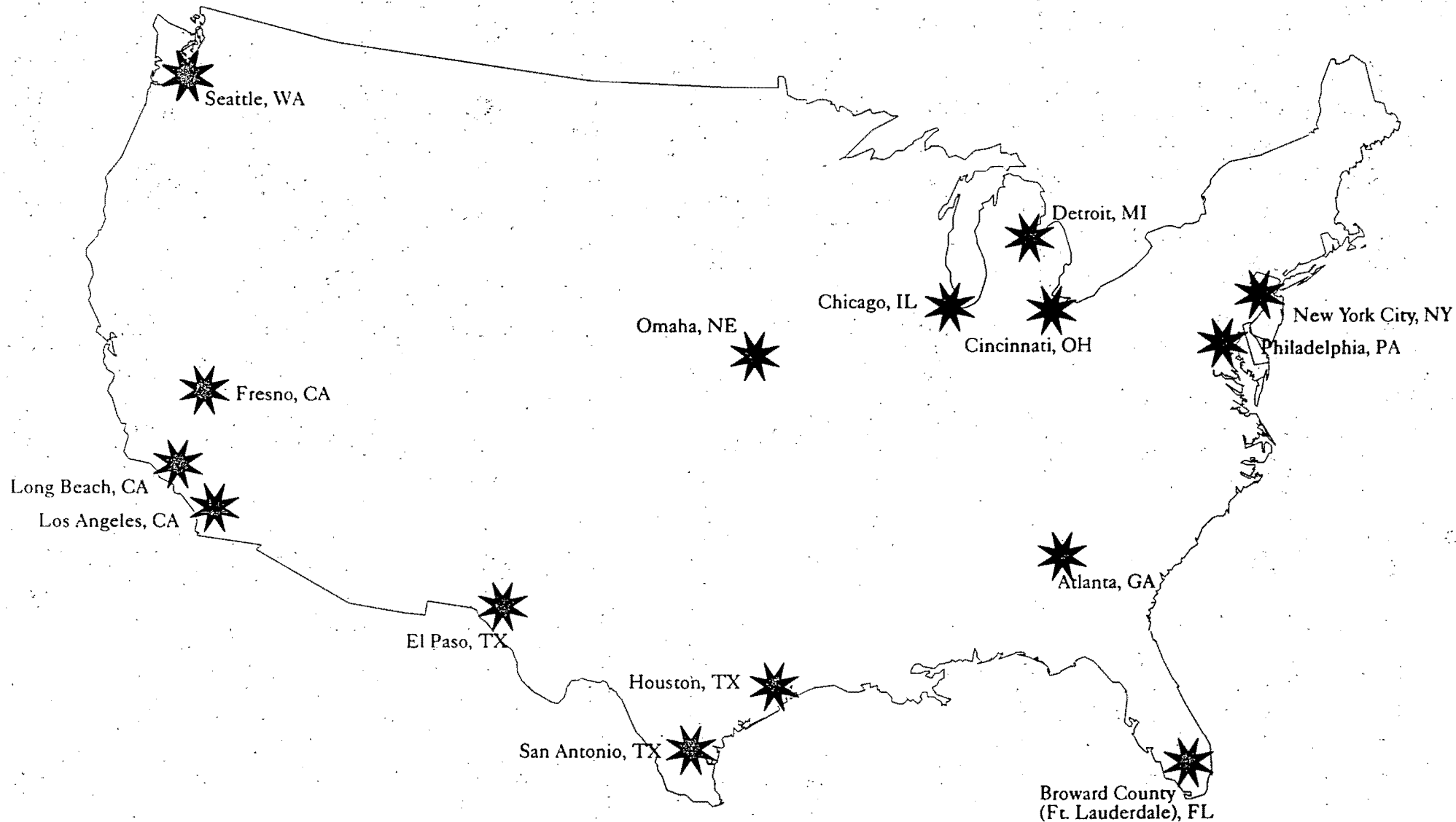
Cities Announcing Participation in President Clinton's National Standards and Testing Initiative

July 25, 1997



Cities Announcing Participation in President Clinton's National Standards and Testing Initiative

July 25, 1997



Briefing points for POTUS:

1. Recognize role of Mike Casserly, Council of Great City Schools
2. Paragraph in speech about incorporating test results into school district and school report cards -- civil rights groups have been pushing to make sure that test results are available by subgroup in school report cards.
3. Hispanic/LEP issues--nothing in speech, not likely to come up
4. IDEA/Pete Wilson/Frank Riggs

4.

NATIONAL SCIENCE FOUNDATION
4201 WILSON BOULEVARD
ARLINGTON, VIRGINIA 22230



OFFICE OF THE
ASSISTANT DIRECTOR
FOR EDUCATION AND
HUMAN RESOURCES

July 24, 1997

MEMORANDUM

To: Mike Cohen
Domestic Policy Council
Fax No. 202-456-5581

From: Luther S. Williams *Luther S. Williams*

Subject: NSF meetings with USIs

Near-term NSF meetings with USIs are as follows:

October 18 - 19, 1997

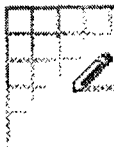
Washington, DC

Principal Investigators (Superintendents)/
Project Directors Fall Conference

December 3 - 5, 1997

Dallas, TX

USI Coalition Members
(Superintendents) Forum



Cecily C. Williams
07/24/97 06:17:16 PM

Record Type: Record

To: Karen E. Finney/WHO/EOP

cc: Mickey Ibarra/WHO/EOP, Lynn G. Cutler/WHO/EOP, Michael Cohen/OPD/EOP, Laura K. Capps/WHO/EOP

Subject: Mayor is Attending NAESP

Long Beach Mayor Beverly O'Neil will be attending the NAESP event!

Introduction of President William J. Clinton

By

Stan Paz, Superintendent

El Paso Public Schools

July 25, 1997

Thank you very much for that kind introduction, Secretary Riley. I am pleased and honored to be here today with my colleagues from urban public school systems across the nation—teachers, school board members, superintendents and principals. I am particularly proud to represent the Great City of El Paso today.

Fewer messages could be more important than the one that urban educators are sending to America today. We are committed to the highest standards of educational excellence for all urban school children—and we will not rest in our pursuit of that goal. Let the thought that urban children cannot achieve die with our presence here today.

We, Great City Schools, see a future that celebrates our children, expects their best, appreciates their diversity, invests in their well being and welcomes their participation in the American dream. The nation's urban public schools are where that vision becomes tangible and those ideals are put to the test. We are America's treasure chest of races, languages, religions, and cultures.

The education of our children faces no greater challenge than in our cities. We need the investment of the nation—parents, business, the federal government, states and communities. We cannot do this job alone. When we succeed, America wins.

It is my great privilege to introduce a man who believes this vision, who shares our hopes. No U.S. President has earned his stripes as the "education President" more than him. No President has tried to engage us in a conversation about our diversity and what it means more than him. No President expects more of our children and more of our nation.

Ladies and gentleman, that President, Mr. Bill Clinton.



ATLANTA PUBLIC SCHOOLS

*If it's good for the children,
then make it so.*

OFFICE OF THE SUPERINTENDENT
210 PRYOR STREET, S.W.
ATLANTA, GEORGIA 30335

BENJAMIN O. CANADA, PH.D.
SUPERINTENDENT

(404) 827-8075
FAX (404) 827-8320
USPCANADA@CONNECTINC.COM

July 23, 1997

The Honorable William J. Clinton
The White House
1600 Pennsylvania Avenue, N.W.
Washington, DC 20500

Dear Mr. President,

On behalf of the Atlanta Public Schools, I am writing to indicate our intent in participating in the Voluntary National Tests. The Atlanta Public Schools family stands ready to ensure that all children have the opportunity to learn and attain high academic standards.

The administration of the Voluntary National Tests will provide an opportunity for all students to be assessed on challenging national standards in math and reading. These tests will provide us with scores for individual students as measured by these widely accepted standards. This will provide valuable information which will enable us to improve our academics. We are committed to high academic standards for our children and accountability to our community.

The Atlanta Public Schools has, over the past few years, implemented several programs designed to enhance the quality of Education. Examples of our initiatives include, but are not limited to Reading Recovery, Elementary Science Education Program, Operation Outreach, and Reading First. During the past two years, we have engaged in an instructional audit which provided direction for restructuring curriculum offerings to include a greater focus on the integration of all subject areas. Adoption of the Voluntary National Tests will assist in our effort to continuously assess and refine academic programs.

Again, on behalf of our children and youth, our most valuable investment in the future, we thank you for your leadership in this initiative. We look forward to working with your Administration to further refine the implementation of the Voluntary National Tests.

Sincerely,


Benjamin O. Canada, Ph.D.

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301-3125 • TEL (954) 765-6271 • FAX (954) 760-7483

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Vice Chairperson DR. DON SAMUELSDARLA L. CARTER
MIRIAM M. OLIPHANT
DR. ROBERT D. PARKS
DIANA WASSERMAN
LOIS WEXLER
Student Advisor BRIAN DASSLER

July 24, 1997

The Honorable William J. Clinton
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Dear Mr. President:

On behalf of The School Board of Broward County, Florida, we are writing to indicate our intent to participate in the Voluntary National Tests. Our school district and staff stand ready to ensure that all children have the opportunity to learn and attain high academic standards.

The administration of the Voluntary National Tests will provide an opportunity for all students to be assessed on challenging national standards in math and reading. These tests will provide us with scores for individual students as measured by these widely accepted standards. This will provide valuable information which will enable us to refine and strengthen our academic programs.

Broward County has, over the past few years, implemented several programs designed to enhance the quality of education. We have adopted three major policies--Accountability, Standards of Service and Professional Pathways--to insure that programmatic initiatives such as the Alliance for Quality Schools, School-To-Work and Algebra for All are supported by a strong infrastructure. Adoption of the Voluntary National Tests will be fully integrated into our assessment program and is consistent with our School Board's accountability policy provisions that call for support of national student performance standards.

Again, on behalf of our children and youth--our most valuable investment in the future--we thank you for your leadership in this initiative. We look forward to working with your Administration on test development and implementation of the Voluntary National Tests.

Sincerely,

A handwritten signature in dark ink, appearing to read "Abraham S. Fischler".

Dr. Abraham S. Fischler
School Board Chairperson

A handwritten signature in dark ink, appearing to read "Frank R. Petruziello".

Frank R. Petruziello
Superintendent of Schools

ASF/FRP/AG:njt

cc: School Board Members
Superintendent's Cabinet



Education Center * P.O. Box 5381 * Cincinnati, OH 45201-5381 * Phone: 1-513-475-7000 * TDD: 1-513-475-7030

July 24, 1997

The Honorable William J. Clinton
The White House
Washington DC 20500

Dear Mr. President:

The Cincinnati Public School District is very interested in participating in the Volunteer National Tests. The Board of Education, Cincinnati Federation of Teachers, and administration are committed to ensuring that all students have the opportunity to attain high academic standards.

In 1993, this district implemented standards in language arts, mathematics, science, and social studies as requirements for promotion to grades 4, 7, and 9. In the coming school year, we will begin implementing standards required for earning course credit at the high school level in those same disciplines. We used standards developed by national level groups such as the National Council for Teachers of Mathematics and the National Research Council as models for our local standards. We have developed districtwide assessments of students' progress in meeting these standards. However, we welcome national tests, as we know that our children will compete in a global economy and must be prepared to meet the same standards as students who live elsewhere in this country and in other countries.

Cincinnati's implementation of a standards-based curriculum formed the infrastructure for our five-year strategic plan, *Students First*, which addresses change in the design of schools and the district; stresses accountability systems in all levels of the organization; and gives teachers, principals, and parents significantly greater authority to make decisions about how to educate all student to meet or exceed the district's academic standards. Five-year goals and annual targets for student achievement have been established for the district and individual schools.

We thank you for your leadership in this initiative and look forward to working with your administration to refine the implementation of the Voluntary National Tests.

Sincerely,


J. Michael Brandt
Superintendent of Schools

IBM/KTW/jed



Education Center * P.O. Box 5381 * Cincinnati, OH 45201-5381 * Phone: 1-513-475-7000 * TDD: 1-513-475-7030

July 24, 1997

The Honorable Richard W. Riley
Secretary of Education
Washington DC 20500

Dear Mr. Secretary:

The Cincinnati Public School District is very interested in participating in the Volunteer National Tests. The Board of Education, Cincinnati Federation of Teachers, and administration are committed to ensuring that all students have the opportunity to attain high academic standards.

In 1993, this district implemented standards in language arts, mathematics, science, and social studies as requirements for promotion to grades 4, 7, and 9. In the coming school year, we will begin implementing standards required for earning course credit at the high school level in those same disciplines. We used standards developed by national level groups such as the National Council for Teachers of Mathematics and the National Research Council as models for our local standards. We have developed districtwide assessments of students' progress in meeting these standards. However, we welcome national tests, as we know that our children will compete in a global economy and must be prepared to meet the same standards as students who live elsewhere in this country and in other countries.

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We thank you for your leadership in this initiative and look forward to working with this administration to refine the implementation of the Voluntary National Tests.

Sincerely,

J. Michael Brandt
Superintendent of Schools

JBW/KTW/jed



Fresno Unified School District

Education Center • Tulare & M Streets
Fresno, California 93721 • 800/441-3000

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SUPERINTENDENT

Carlos Arturo Garcia

July 24, 1997

**The President
The White House
Washington, DC 20500**

Mr. President:

The Fresno Unified School District is eager to participate in the field testing of the national tests in reading and mathematics proposed by your administration.

We support high standards for all students and recognize the importance of assuring student mastery of the skills inherent to those standards. We have drafted content standards that are consistent with the national standards proposed by the National Council of Teachers of Mathematics, The National Research Council (science) and the other professional organizations' standards. We have raised our graduation requirements to four years of English and three years of mathematics and science. All non-rigorous courses have been eliminated in each of our high schools. We have implemented special literacy, mathematics and science initiatives, K-12, in support of higher achievement for all students.

It is vitally important that a new generation of tests which reflect student performance aligned with national standards be developed. Each member of our Board of Education and the leadership of the Fresno Teachers Association support our participation in this exciting field test opportunity.

Sincerely,

**Carlos A. Garcia
Superintendent**

CAG:lsk

(11/20/97)

JUL-22-97 TUE 13:10

LONG BEACH UNIFIED SCHOOL DISTRICT
SERVING LONG BEACH, LAKEWOOD, SIGNAL HILL AND AVALON

OFFICE OF THE SUPERINTENDENT
1615 HUGHES WAY

LONG BEACH, CALIFORNIA 90810-1839
(562) 997-8242 - FAX: (562) 997-8280

July 21, 1997

Richard Riley
U.S. Secretary of Education
400 Maryland Ave.
South West Washington, D.C. 20202

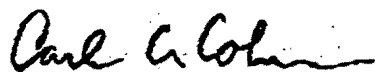
Dear Secretary Riley,

On behalf of the Long Beach Unified School District, I am writing to indicate our intent to participate in the Voluntary National Tests. As you are aware, our school district is committed to holding all students to high standards in dress, behavior and achievement. We believe that rigorous assessment is crucial to this endeavor.

The Long Beach Unified School District is deeply involved in making significant efforts to assess our students in meeting academic standards. We are making these efforts through several educational reforms such as the Third Grade Reading Initiative, the Eighth Grade Alternative Education Initiative, and the 11th Grade Writing Initiative. We look forward to a larger, national perspective of how our students compare, and we are confident that all of the stakeholders - teachers, administrators, students and parents - will support this opportunity to access this valuable information.

On behalf of our students, we look forward to working with you to further refine the implementation of the Voluntary National Tests.

Sincerely,



Carl A. Cohn
Superintendent of Schools



Karin Polacheck
President, Board of Education



Patricia Williams
President,
Teachers Association of Long Beach

dm

**BOARD OF EDUCATION OF THE CITY OF NEW YORK****RUDOLPH F. CREW, Ed.D., Chancellor****OFFICE OF THE CHANCELLOR****110 LIVINGSTON STREET - BROOKLYN, NY 11201****July 23, 1997**

**The Honorable William J. Clinton
President of the United States
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500**

Dear Mr. President:

On behalf of the New York City school system, I am delighted to indicate our intent to participate in the Voluntary National Tests initiative that you announced in your State of the Union address.

The New York City school system is deeply committed to setting high performance standards for all students and to building capacity in our schools to enable all students to meet those challenging standards.

The need to assess student achievement in the context of these rigorous standards is a critical component of the comprehensive accountability system we are developing. Our efforts to align our testing program with our standards have been on-going so that individual students and school performance may be measured more effectively. New York City's participation in the administration of the Voluntary National Tests will provide additional valuable information about our schools and students as we proceed in our endeavor to ensure that all children have the opportunity to learn and attain high academic standards.

We look forward to working with your Administration in refining the implementation of the Voluntary National Test program, and we thank you for your leadership in this initiative and your invitation to participate in this important national effort.

Sincerely,

A handwritten signature in dark ink, appearing to read "Rudolph F. Crew".

**Rudolph F. Crew
Chancellor**

RFC:pf

LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMBERS OF THE BOARD

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BARBARA BOUDREAUX
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GEORGE KIRIYAMA
DAVID TOKOFSKY

ADMINISTRATIVE OFFICES

450 NORTH GRAND AVENUE
LOS ANGELES, CALIFORNIA 90012
(213) 625-6251

DR. RUBEN ZACARIAS
Superintendent of Schools

July 24, 1997

Richard W. Riley, Secretary
United States Department of Education
600 Independence Ave., SW
Washington, DC 20202

Dear Secretary Riley:

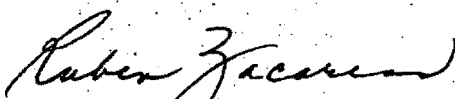
On behalf of the Los Angeles Unified School District, I am writing to indicate our intent in participating in the Voluntary National Tests. The school board, staff, and I stand ready to ensure that all children have the opportunity to learn and attain high academic standards.

The administration of the Voluntary National Test will provide an opportunity for all students to be assessed on challenging national standards in math and reading. These tests will provide us with scores for individual students as measured by these widely accepted standards. This will provide valuable information which will enable us to improve our academic achievement. We are committed to high academic standards for our children and accountability to our community. We are in support of the President's initiative and of a national test. We recommend that some consideration be given to the reading portion of the test. Approximately 60% of our students will not be able to participate in the English section of the test since their primary language is other than English.

Los Angeles Unified School District has implemented several programs designed to enhance the quality of education, including initiatives such as The Superintendent's Call to Action to Improve Student Achievement, Los Angeles Systemic Initiative, development of Districtwide Standards, adoption of new Norm-Reference Test (Stanford Achievement Test), and development of Performance Based Assessment.

Again, on behalf of our children and youth--our most valuable investment in the future--we thank you for your leadership in this initiative. We look forward to working with your Administration to further refine the implementation of the Voluntary National Tests.

Sincerely,


Ruben Zacarias



BOARD OF EDUCATION SCHOOL DISTRICT OF OMAHA
3215 CUMING STREET OMAHA, NEBRASKA 68131-2024

July 22, 1997

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Karen L. Shepard
F. E. "Fritz" Stanek
Shirley J. Tyree

The Honorable William J. Clinton
The White House
1600 Pennsylvania Avenue, NW
Washington, DC. 20500

Dear Mr. President:

On behalf of the School District of Omaha, I am writing to indicate our intent in participating in the Voluntary National Tests. The school board, staff, and I stand ready to ensure that all children have the opportunity to learn and attain high academic standards.

The administration of the Voluntary National Tests will provide an opportunity for all students to be assessed on challenging national standards in math and reading. These tests will provide us with scores for individual students as measured by these widely accepted standards. This will provide valuable information which will enable us to improve our academic. We are committed to high academic standards for our children and accountability to our community.

The School District of Omaha has implemented several programs designed to enhance the quality of education. Examples of our initiatives include to assess, adjust, and reassess students' progress until each student attains the level of achievement of which they are capable and to implement only those policies and practices which further the goals and initiatives of the District.

Again, on behalf of our children and youth--our most valuable investment in the future--we thank you for your leadership in this initiative. We look forward to working with your Administration to further refine the implementation of the Voluntary National Tests.

Sincerely,

A handwritten signature in dark ink, appearing to read "John T. Langan".

John T. Langan
Board President

THE SCHOOL DISTRICT OF PHILADELPHIA**BOARD OF EDUCATION**

21ST STREET S. OF THE PARKWAY

PHILADELPHIA, PENNSYLVANIA 19103-1090

DAVID W. HORNBECK
SUPERINTENDENT OF SCHOOLS

TELEPHONE (215) 299-7523-7524

July 22, 1997

President William Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear President Clinton:

On behalf of the School District of Philadelphia, we write to indicate our interest in participating in the Voluntary National Tests. The Tests can support and extend our commitment that all Philadelphia's children will achieve high academic standards.

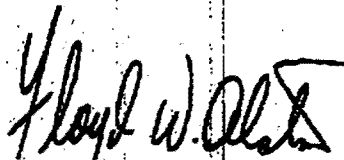
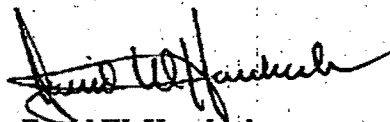
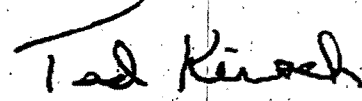
As you know, we are about to enter the fourth year of a radical and comprehensive effort we call *Children Achieving*. We are creating the environment in which all of our children will learn those skills and demonstrate high achievement that result in successful adulthood.

During these first three years, we have adopted new high standards and adopted new tests much like those you envision. More than 130 of our schools now operate with school councils. There is much more professional development. We have full day kindergarten for every five year old. We have doubled the number of computers and significantly increased the number of books. Twelve thousand new volunteers have joined our efforts. Much has been done but much more is needed. The Voluntary National Tests can help.

The Tests will contribute to higher expectations for all children. Our participation will make clear that our children can and will succeed in the larger community, nationally and even internationally. For too long the children of urban America have been relegated to the back seats when America needs all its children front and center to succeed. These Tests can help change the climate in the country so that we understand that all children means just that - all, not just some.

We appreciate your leadership in this initiative. We look forward to working with your Administration in its implementation.

Sincerely,

Floyd W. Alston
President
Board of EducationDavid W. Hornbeck
Superintendent
of SchoolsTed Kirsch
President, Philadelphia
Federation of Teachers

DWH:sd



San Antonio Independent School District

141 Lavaca Street • San Antonio, Texas 78210-1095

Telephone (210) 299-5506 • Fax (210) 299-5580

Office of the Superintendent

July 23, 1997

The Honorable William J. Clinton
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

BOARD OF EDUCATION
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Assistant Secretary
THOMAS C. LOPEZ
Member
CONNIE ROCHA
Member
SYLVIA WARD
Member
DIANA LAM
Superintendent

Dear Mr. President,

The San Antonio Independent School District is interested in participating in the Voluntary National Tests. The School Board, staff, and I are committed to ensuring that all our children have the opportunity to learn and attain high academic standards. Our vision is that we will become the first urban district where all students achieve above the state and national standards.

The administration of the Voluntary National Tests will provide an opportunity for our fourth and eighth graders to be assessed on the challenging national standards in reading and mathematics. The results of these tests will provide us with data that will serve as a benchmark for our vision and enable us to improve our academic programs so we can reach our vision.

Since 1994 the San Antonio Independent School District has implemented several programs designed to enhance the quality of education. We have reorganized the District to focus on instruction and student achievement, established a network for parents and the community, created magnet schools in the high schools, and worked to improve communication and collaboration. Our current initiatives include improving mathematics instruction and learning, implementing a balanced literacy reading model, reforming middle school structure and programs, restructuring bilingual education, providing greater access to technology, and improving services to at-risk students. Half of our schools have recently chosen a New American Schools design.

This year we will begin the process of aligning curriculum, instruction, and assessment in reading and mathematics. As we engage in curriculum alignment, adoption of the Voluntary National Tests can be fully integrated into our academic program.

On behalf of our children and youth—our most valuable investment in the future—we thank you for your leadership in this initiative. We look forward to working with your administration to further refine the implementation of the Voluntary National Tests.

Sincerely,

Diana Lam